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1919/20

# NORTH ADAMS NORMAL SCHOOL

1920

Catalog and Circular

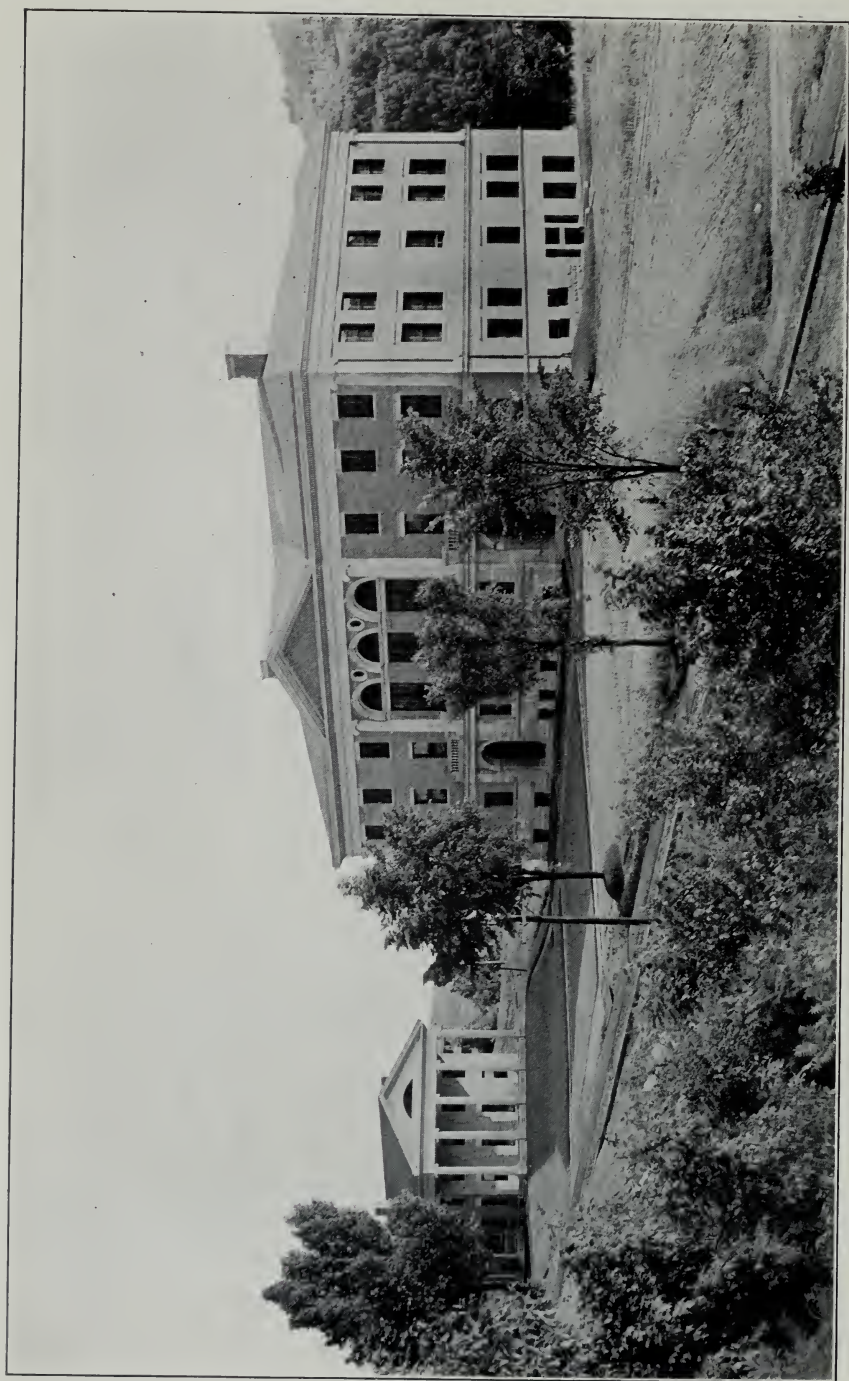
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# STATE NORMAL SCHOOL

AT

NORTH ADAMS, MASS.

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Established June, 1894

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## CIRCULAR AND CATALOG

For the Year ending June 30, 1920



BOSTON

WRIGHT & POTTER PRINTING CO., STATE PRINTERS  
32 DERNE STREET

1920

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SUPERVISOR OF ADMINISTRATION

## DEPARTMENT OF EDUCATION

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BRADFORD-DURFEE TEXTILE SCHOOL, FALL RIVER  
LOWELL TEXTILE SCHOOL  
NEW BEDFORD TEXTILE SCHOOL







# FACULTY

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## FRANK F. MURDOCK, PRINCIPAL

FRANK F. MURDOCK . . . . .	Psychology, pedagogy
ROY L. SMITH . . . . .	History, civics, biology, gardening
ALBERT G. ELDRIDGE . . . . .	English, history of education, geography
THOMAS F. CUMMINGS . . . . .	Wood and iron work
MARY A. PEARSON . . . . .	Drawing and fine arts, handicraft
ROSA E. SEARLE . . . . .	Geometry, arithmetic, music
ANNIE C. SKEELE . . . . .	Physical education
MARY L. BARIGHT . . . . .	English language, literature
DONNA D. COUCH . . . . .	Child study, school management
ELIZA G. GRAVES . . . . .	Kindergarten theory and method
EDNA E. VARRELL . . . . .	Sanitation, cooking, sewing
ANNA J. LAMPHIER . . . . .	Handicraft, printing
— — — — —	Correspondence courses

## Mark Hopkins Training School

DONNA D. COUCH . . . . .	Principal
ALICE M. CARD . . . . .	Eighth grade
MILDRED E. CREWS . . . . .	Eighth grade
FRANCES A. DURNIN . . . . .	Seventh grade
MARION H. KETCHUM . . . . .	Seventh grade
IDELLA HASKINS . . . . .	Sixth grade
MARGARET M. MCCORMACK . . . . .	Sixth grade
LENA A. WEST . . . . .	Fifth grade
EMILY D. STACY . . . . .	Fifth grade
FREELove CLARKE . . . . .	Fourth grade
AGNES E. WALKER . . . . .	Fourth grade
SUSAN G. LOMBARD . . . . .	Third grade
ANNA D. DONOVAN . . . . .	Third grade
HARRIET S. SMITH . . . . .	Second grade
LUCIE M. WARE . . . . .	First grade
MAE E. MCGOWAN . . . . .	First grade
ELIZA G. GRAVES . . . . .	Principal, kindergarten
EDITH E. PHILLIPS . . . . .	Assistant, kindergarten

## Briggsville Rural Training School

RUTH A. LYMAN . . . . .	Grammar department
MATILDA I. HETTINGER . . . . .	Primary department

## Bishop Rural Training School

MARION F. WHEELER . . . . .	Training teacher
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# CALENDAR

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1920

## Graduation

Tuesday, June 22, 2 P.M.

## Entrance Examinations

Tuesday and Wednesday, June 8 and 9, at 8.30 A.M.

Monday and Tuesday, September 13 and 14, at 8.30 A.M.

## School Sessions Begin

Training schools, Tuesday, September 7

Normal school, Wednesday, September 15

## Thanksgiving Recess

Normal school, Tuesday night, November 23, to Monday night, November 29

Training schools, Wednesday noon, November 24, to Sunday night, November 28

## Christmas Recess<sup>1</sup>

Normal school, Friday night, December 17, to Monday night, January 3

Training schools, Friday night, December 17, to Sunday night, January 2

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1921

## Winter Recess

Normal school, Friday night, February 25, to Monday night, March 7

Training schools, Friday night, February 25, to Sunday night, March 6

## Spring Recess

Normal school, Friday night, April 29, to Monday night, May 9

Training schools, Friday night, April 29, to Sunday night, May 8

## Graduation

Tuesday, June 28, 2 P.M.

Sessions are from 9 A.M. to 12 M., and 1.30 P.M. to 4 P.M. Saturday sessions are omitted.

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<sup>1</sup> Recesses subject to change.



# STATE NORMAL SCHOOL

NORTH ADAMS, MASSACHUSETTS

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## REQUIREMENTS FOR ADMISSION

I. A candidate for admission to a Massachusetts State normal school as a regular student must have attained the age of seventeen years if a man, and sixteen years if a woman, on or before the first day of September in the year in which he seeks admission (but for admission to the household arts course at the Framingham Normal School an age of at least eighteen years is required); must be free from diseases or infirmities or other defects which would unfit him for the office of teacher; must present a certificate of good moral character; and must present evidence of graduation from a high school or of equivalent preparation, and, in addition, offer such satisfactory evidence of scholarship as may be required by the regulations of the Department. He must submit detailed records of scholarship from the principal of the high school or other school in which preparation has been made, showing the amount of time given to individual subjects and the grades therein, and such additional evidence of qualifications for the calling of teacher as may be defined in the regulations of the Department relating to normal schools.

II. A candidate for admission as a regular student to a general course must offer satisfactory evidence of preparation in the subjects listed under "A," "B" and "C," amounting to 15 units, 10 of which units, however, must be in subjects under "A" and "B" and secured either by examination or certification. (The Massachusetts Normal Art School requires, in addition, that a special examination in drawing be passed. Applicants for admission to the Practical Arts Department of the Fitchburg Normal School may substitute evidence of practical experience in some industrial employment in whole or in part for the above.)

A unit represents a year's study in any subject in a second-

ary school, constituting approximately one-quarter of a full year's work.

A. *Prescribed Subjects.* — Three units.

- (1) English literature and composition . . . . . 3 units

B. *Elective Subjects.* — At least 7 units from the following subjects: —

- |   |                         |
|---|-------------------------|
| (2) Algebra . . . . .                             | 1 unit                  |
| (3) Geometry . . . . .                            | 1 unit                  |
| (4) History <sup>1</sup> . . . . .                | 1, 2 or 3 units         |
| (5) Community civics . . . . .                    | $\frac{1}{2}$ or 1 unit |
| (6) Latin . . . . .                               | 2, 3 or 4 units         |
| (7) French . . . . .                              | 2 or 3 units            |
| (8) German . . . . .                              | 2 or 3 units            |
| (9) Spanish . . . . .                             | 2 units                 |
| (10) Physics . . . . .                            | 1 unit                  |
| (11) Chemistry . . . . .                          | 1 unit                  |
| (12) Biology, botany or zoölogy . . . . .         | $\frac{1}{2}$ or 1 unit |
| (13) Physical geography . . . . .                 | $\frac{1}{2}$ or 1 unit |
| (14) Physiology and hygiene . . . . .             | $\frac{1}{2}$ or 1 unit |
| (15) General science . . . . .                    | $\frac{1}{2}$ or 1 unit |
| (16) Drawing . . . . .                            | $\frac{1}{2}$ or 1 unit |
| (17) Household arts . . . . .                     | 1, 2 or 3 units         |
| (18) Manual training . . . . .                    | 1 unit                  |
| (19) Stenography, including typewriting . . . . . | 1 or 2 units            |
| (20) Bookkeeping . . . . .                        | 1 unit                  |
| (21) Commercial geography . . . . .               | $\frac{1}{2}$ or 1 unit |
| (22) Arithmetic . . . . .                         | $\frac{1}{2}$ or 1 unit |
| (23) Current events . . . . .                     | 1 unit                  |

For the present, the topics included within the foregoing subjects will be such as are usually accepted by the Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (substation 84, New York City) will be found suggestive by high schools.

C. *Additional Subjects.* — At least 5 units from any of the foregoing subjects, or from other subjects approved by the high school towards the diploma of graduation of the applicant representing work in addition to that for which credit is gained by examination or certification.

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<sup>1</sup> History includes: ancient, mediæval and modern; English; American history and civics; history to 1700; European history since 1700.

III. A. *Examinations.* — Each applicant for admission, unless exempted by the provisions of sections IV. and V., must pass entrance examinations in the subjects as required under "A" and "B." Examinations in these subjects will be held at each of the normal schools in June and September of each year (examinations for the Massachusetts Normal Art School are held only in September). Candidates applying for admission by examination must present credentials or certificates from their schools to cover the requirements under "C," and will not be given examinations in these subjects. Persons not able to present these credentials must obtain credit for 15 units by examination in the subjects listed under "A" and "B."

B. *Division of Examinations.* — A candidate for admission to a normal school may take all of the examinations at once, or divide them between June and September. A candidate will receive permanent credit for any units secured by examination or certification.

IV. *Admission on Certificate.* — A graduate of a public high school approved by the Department of Education for purposes of certification to a State normal school may be exempted by the principal of the normal school from examination in any of the subjects under "A" and "B" in which the applicant has a record of B or 80 per cent in the last year in which such subject has been pursued and in which the principal of the high school shall certify that the applicant is entitled to certification, in accordance with standards as defined by the Department of Education.

Credits secured by any candidate from the Board of Regents of the State of New York, or for admission to any college in the New England College Entrance Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, will be accepted towards the total of 10 units under "A" and "B." In addition to the units granted by certification candidates must present credentials for subjects under "C."

V. *Admission of Special Students.* — (a) When in any normal school, or in any course therein, the number of students entered as regular students and as advanced students



at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may authorize the admission as a special student of an applicant who, being otherwise qualified, and who, having taken the entrance examinations, has failed to meet the full requirements provided in the regulations of the Department, but who, nevertheless, is recommended by the principal of the normal school as, in his estimation, qualified to become a teacher. Such a special student shall be given regular standing only when he shall have satisfied all admission requirements, and when his work in the school, in the estimation of the principal, justifies such standing. The principal of the normal school shall report annually in October to the commissioner as to all special students. Certificates may be granted to special students in accordance with regulations approved by the Department.

(b) When in any normal school, or in any course therein, the number of students entered as regular students, as advanced students and as special students as defined in (a) at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may, subject to such special regulations as may be approved by the Department, authorize the admission to any class as a special student, on the recommendation of the principal, of a person possessing special or exceptional qualifications for the work of such class. Such special student shall not be considered a candidate for a diploma until he shall have qualified as a regular student, but may, on the satisfactory completion of the work of the course, be granted a certificate to that effect by the Department. The principal of the normal school shall report annually in October to the commissioner as to all special students in the school under the provisions of this section.

VI. *Admission as Advanced Students.* — A graduate of a normal school or of a college, or any person with not less than three years' satisfactory experience in teaching, may be admitted as a regular or as an advanced student to any course under such regulations as may be approved by the Department.

**SCHEDULE OF ENTRANCE EXAMINATIONS**

TUESDAY, JUNE 8, 1920

<i>Morning</i>	<i>Afternoon</i>
8.30- 8.45. Registration	1.30-2.30. Drawing, stenography
8.45-10.30. English	2.30-4.00. Latin, arithmetic
10.30-11.30. Geometry	4.00-5.00. General science, current events
11.30-12.30. Household arts, manual training	

WEDNESDAY, JUNE 9, 1920

<i>Morning</i>	<i>Afternoon</i>
8.15- 8.30. Registration	1.30-2.30. Algebra
8.30-10.00. French, German	2.30-3.30. Chemistry, physics
10.00-11.30. History	3.30-4.30. Physiology, bookkeeping
11.30-12.30. Physical geography, commercial geography	4.30-5.30. Biology, botany, zoölogy

MONDAY, SEPTEMBER 13, 1920

<i>Morning</i>	<i>Afternoon</i>
8.30- 8.45. Registration	1.30-2.30. Drawing, stenography
8.45-10.30. English	2.30-4.00. Latin, arithmetic
10.30-11.30. Geometry	4.00-5.00. General science, current events
11.30-12.30. Household arts, manual training	

TUESDAY, SEPTEMBER 14, 1920

<i>Morning</i>	<i>Afternoon</i>
8.15- 8.30. Registration	1.30-2.30. Algebra
8.30-10.00. French, German	2.30-3.30. Chemistry, physics
10.00-11.30. History	3.30-4.30. Physiology, bookkeeping
11.30-12.30. Physical geography, commercial geography	4.30-5.30. Biology, botany, zoölogy

## TIMES OF EXAMINATION AND ADMISSION

Examinations for admission to the normal school are held at the close of the school year in June, and also at the beginning of the school year in September, as stated in the calendar. Candidates are advised to present themselves at the first examination.

It is advisable that application be made soon after January 1, and that certificates be forwarded early in June.

New classes are admitted to the normal schools only at the beginning of the fall term. Candidates should come in September prepared to stay, as regular work begins on the day following the examinations. In exceptional cases admissions to classes already formed are allowed at the beginning of the second term.

## CURRICULA

### I. Elementary and Intermediate Departments combined

A period is forty-five minutes in length.

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Expected Outside Preparation
<i>First Year</i>				
English Language 1 (E L 1) .	19	2	—	3
English Language 2 (E L 2) .	19	3	—	2
English Language 5 (E L 5) .	19	2	—	1
English Language 7 (E L 7) .	10	1	—	2-4
Mathematics 1 (Ma 1) . .	19	3	—	3
Mathematics 2 (Ma 2) . .	19	5	—	5
Practical Science 1 (P S 1) . .	19	2	1	3
Practical Science 2 (P S 2) . .	19	1	2	2
Physical Education 1 (P E 1) .	19	3	Occasional	2
Physical Education 2 (P E 2) .	38	—	3	—
Music 1 (Mu 1) . . . .	19	4	—	1
Music 2 (Mu 2) . . . .	38	1	—	—

## I. Elementary and Intermediate Departments — Concluded

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Expected Outside Preparation
Drawing and Fine Arts 1 (D 1) .	38	Occasional	3	—
Practical Arts 1 (P A 1) . . .	12	Occasional	3	1
Practical Arts 2 (P A 2) . . .	12	Occasional	3	1
Practical Arts 3 (P A 3) . . .	12	Occasional	3	1
Practical Arts 4 (P A 4) . . .	19	1	2	3
Education 1 (E 1) . . . . .	28	1	—	1
Education 6 (E 6) . . . . .	19	—	4	1
Education 7 (E 7) . . . . .	19	—	4	2
<i>Second Year</i>				
English Language 3 (E L 3) . .	19	3	—	3
English Language 4 (E L 4) . .	19	2	—	2
English Language 6 (E L 6) . .	19	3	—	1
Literature (L) . . . . .	38	3	—	3
Practical Science 3 (P S 3) . .	19	1	1	2
Physical Education 3 (P E 3) . .	38	Occasional	3	Occasional
Music 2 (Mu 2) . . . . .	38	—	1	—
Drawing and Fine Arts 2 (D 2) .	19	Occasional	3	Occasional
Practical Arts 5 (P A 5) . . .	19	Occasional	2	—
Practical Arts 7 (P A 7) . . .	19	Occasional	2	—
Geography (Ge) . . . . .	38	2	1	3
History, Social Science 1 (H 1) .	19	3	—	3
History, Social Science 2 (H 2) .	19	1	—	1
Education 2 (E 2) . . . . .	19	5	—	5
Education 3 (E 3) . . . . .	19	1	—	1
Education 4 (E 4) . . . . .	38	1	—	1
Education 8 (E 8) . . . . .	6	—	18	25
Education 9 (E 9) . . . . .	6	—	18	25
<i>Elective</i>				
Practical Arts 6 (P A 6) . . .	19	$\frac{1}{2}$	$1\frac{1}{2}$	2
Practical Arts 8 (P A 8) . . .	19	Occasional	2	2
Education 5 (E 5) . . . . .	38	3	—	3

## II. Primary Department

The curriculum of this department varies from that of the elementary department in the substitution of Education 5, kindergarten and primary principles and methods, in place of History and Social Science 1 during the first half of the second year, and in place of Literature during the second half of the second year.

The principles which control kindergarten instruction apply not alone to children three or four years of age, but as well to the whole phase of early childhood, — the period extending from two or three to seven or eight years of age. Kindergarten and primary instruction differentiate not in principle, not in general method, but in the adaptation of ways and means to the tendencies and growing powers prominent at that period. The process is continuous, the objects studied vary, constructive power widens in application, the use of symbols becomes increasingly prominent. The curriculum as planned and practiced trains teachers to work in kindergarten and primary grades, to make due connection with home instruction, and to make possible and easy the development characteristic of following years.

Practice teaching is confined to the kindergarten and first four grades if the number in the class is not too large. Observation ranges through older grades also, according to the need of the student.

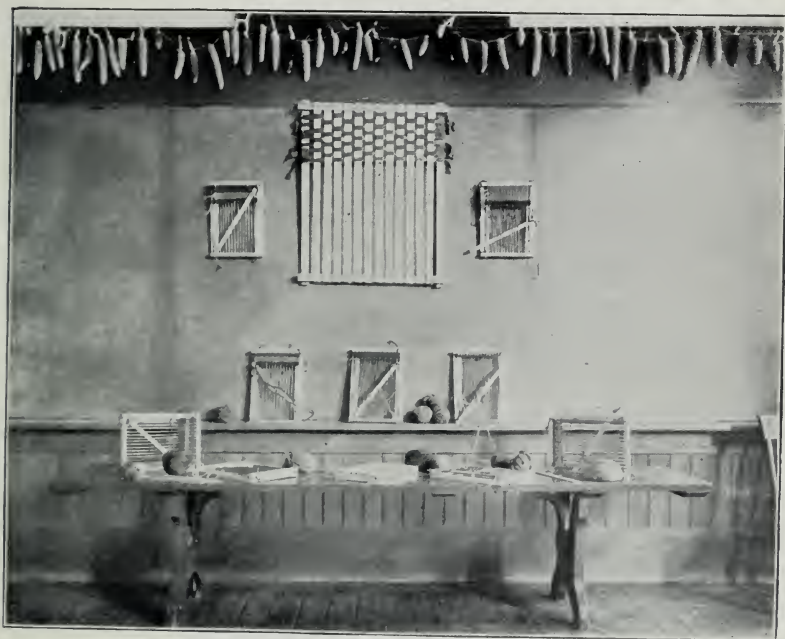
## III. Household Arts Department

Students of requisite ability who desire to prepare in a larger degree to teach the household arts in rural and semi-rural schools, with the purpose of making the schools more vital factors in the welfare of the several communities, are allowed to take elective advanced courses in cooking and sewing in place of portions of the work in mathematics, history, and literature, yet not to the degree of lessening efficiency in the usual instruction required in elementary schools.





KINDERGARTEN — PRIMARY COURSES







Candidates for these elective courses must be of superior ability, must present evidence of skill in cooking and sewing, and should have studied chemistry in the high school.

### Elementary-Intermediate Department

#### JUNIOR CLASS

<i>First Half Year</i>		Periods	<i>Second Half Year</i>		Periods
EL1	Oral Language . . . .	2	EL2	Silent, Oral Reading, Pronunciation, Spelling	3
Ma1	Concrete Geometry . . . .	3	EL5	Oral Reading 1 . . . .	2
PS2	Plant Life . . . .	3	Ma2	Arithmetic . . . .	5
PE1	Hygiene . . . .	3	PS1	Sanitation . . . .	3
PE2	Gymnastics 1 . . . .	4	PE2	Gymnastics 1 . . . .	4
Mu1	Music 1 . . . .	4	D1	Drawing 1 . . . .	3
D1	Drawing 1 . . . .	3	PA123	Handicraft . . . .	3
PA123	Handicraft . . . .	3	PA4	Gardening . . . .	3
E1	Child Study . . . .	1	E1	Child Study . . . .	1
E6	Practice Teaching 1 . . . .	4	E7	Practice Teaching 2 . . . .	3
Periods per week . . . .		30	Periods per week . . . .		30

#### SENIOR CLASS

<i>First Half Year</i>		Periods	<i>Second Half Year</i>		Periods
EL3	Grammar . . . .	3	EL4	Composition . . . .	2
L	Literature . . . .	3	EL6	Oral Reading 2 . . . .	3
PS3	Animal Life . . . .	2	EL7	Penmanship . . . .	1
PE3	Gymnastics 2 . . . .	4	L	Literature . . . .	3
D2	Drawing 2 . . . .	3	PE3	Gymnastics 2 . . . .	4
PA5	Cooking 1 . . . .	3	PA7	Sewing . . . .	2
Ge	Geography . . . .	4	Ge	Geography . . . .	2
H1	American History . . . .	3	E2	Psychology . . . .	5
H2	Civics . . . .	1	E3	History of Education . . . .	1
E4	Management . . . .	1	E4	Management . . . .	1
E8	Practice Teaching 3 . . . .	4	E9	Practice Teaching . . . .	6
Periods per week . . . .		31	Periods per week . . . .		30

### ENGLISH LANGUAGE

The aims common to all these courses are to know that language is instinctive and is vital to thought. To discover by personal investigation how hearing and seeing language, speaking and writing, spontaneity and originality in expression vary naturally in each child in the successive phases of his development, and in different children at the same stage of development.

To teach language as a means of expressing experience. To appreciate the complete dependence of expression on impression in learning conventional language. To derive the content of language lessons, both instruction and practice, from the expressions of children, and to apply the same to their real activities.

To define the respective purposes of instruction, application and correction. To know the conditions essential to securing skill in the correct use of language. To distinguish the causes of bad language habits in each pupil.

To adapt the steps in the subject and the modes of instruction and drill to the needs of the individual; to the characteristics of the class. To establish habits of correct speaking and writing. To base methods of instruction, drill, and correction on the structure and functions of the brain and on the natural way in which children learn language.

#### **English Language 1. Oral language.** Miss BARIGHT.

First half of first year. Nineteen weeks; two periods weekly; outside preparation, three periods weekly.

Aims (in addition to those common to all English language courses): To judge and correct one's own oral language on both formal and informal occasions. To compare the oral language of children from different home environments, from similar home environments. To compare in-school and out-of-school speech habits as to vocabulary, sentence forms, pronunciation, quality of voice, spontaneity, and self-correction. To discriminate the speech errors of individual pupils.

To make instruction agree with the natural way in which all children learn speech. To realize that spontaneity, pride in correct expression, and enjoyment of discrimination in language are stimulated chiefly by emulation.

To adjust instruction to the needs of non-English speaking, in whole or in part, pupils.

Content: Kinds of language. How speech is learned. Conversation, — characteristics of children's; why, when and how to hold; language improvement resulting. Story telling, — purposes, types of stories, selection, adaptation, preparation, telling, effects. Use of pictures. Dramatizing, — dramatic play, home play, free play at school, guiding dramatic play, effects. Reciting rhymes and poetry, cumulative prose stories and other prose selections, — importance to children, place in the teaching of English, choice.

Method: Mutual observation and correction by students of their own language. Observation and grouping of errors in children's speech for instructive, corrective, and drill lessons.

Observation of lessons taught by the regular teacher or the normal school instructor. Report and discussion of the content and method of the lesson and of the children's responses. Illustration and analysis of methods of teaching type lessons.

Collection and arrangement of material for illustration and application. Comparison of manuals of language instruction. Planning lessons for imitative teaching. Instruction of retarded or advanced individuals, of groups, and of whole classes. Correlation with drawing and the practical arts.

### **English Language 2. Silent and oral reading. Pronouncing and spelling. Mr. ELDRIDGE.**

Second half of first year. Nineteen weeks; three periods weekly; outside preparation, two periods weekly. This course emphasizes the elementary processes of learning to read silently and orally.

Aims (in addition to the aims described in previous language courses): To establish the habit of judging and correcting one's own reading. To make methods of teaching reading conform with brain structure and function. To make clear the necessity of teaching one language process at a time. To account for the variations in the vocabularies and sentence construction of children's speech and reading, in good and poor reading, in quality of reading in other than reading lessons, in kinds of mistakes. To compare the relative amounts of instruction and correction necessary in learning to speak and to read. To adapt silent and oral reading in kind and amount to the differing ability and development of the children and their facility in speaking English.

Content: Analysis of oral rhymes and prose stories. Kinds of oral-word lessons. Meanings of oral words. Word hearing (phonics). Word pronouncing.

How written language is learned. Story method of learning silent reading; comparison of prevailing methods. Sentence making. Kinds of printed word lessons. Meanings of printed words. Word seeing (graphs). Oral reading (phonograms). Written spelling. Oral spelling. Use of capitalization and punctuation in reading. Use of the dictionary.

Method: Demonstration of the structure and functions of the brain as related to reading. Observation of illustrative lessons. Report and discussion of the content and method of these lessons and of children's responses.

Observation and grouping of errors in children's reading and spelling for

instructive, corrective, and drill lessons. Illustration and analysis of prevailing methods of teaching reading and spelling. Comparison of manuals.

Collection and classification of material for silent, oral, and drill reading in elementary grades. Planning lessons for imitative and original teaching. Modification of lessons to meet the needs of non-English speaking pupils. Instruction of retarded and advanced pupils, native or foreign born.

**English Language 3. Grammar.** Mr. ELDRIDGE. Miss BARIGHT.

First half of second year. Nineteen weeks; three periods weekly, outside preparation, three to four periods weekly. The cultural elements are more prominent than the professional.

**Cultural.** Aims: To teach the sentence as the expression of a thought, a judgment. To cultivate power of discrimination in hearing, reading, and making sentences. To establish correct grammatical standards as to sentence structure and word forms. To know English idioms as such. To fix correct grammatical habits. To train to think straight, to define accurately, to explain logically. To teach analysis of sentences as a means of appreciating literature.

Content: Ideas and thoughts. Words and sentences. Thinking and speaking. Elements, complements, modifiers. Kinds of sentences. Analysis of sentences to judge correctness and definiteness of expression. Parts of speech, classes, and inflections. Substantives and modifiers. Verbs, complements, and modifiers. Participles and infinitives. Prepositions and conjunctions. Analysis of words in sentences to determine correctness of form and use.

Emphasis on discernment and correction of personal errors in speech, in script. Intelligent use of principles, rules, and definitions. Cultivation of enjoyment of good usage.

Method: Definite, logical, organized instruction to establish correct standards and habits. Constant observation, discussion, and correction by each student of his own language, of others' language. Tests to measure progress.

**Professional.** Aims: To know children's language as a growing organism. To observe how grammatical usage is learned during childhood and youth. To discover the dawn of consciousness in the use of language and its effect on learning and using language.

To test the relative abilities of sensory and motor minded pupils to hear and see language as such. To observe the relation between poor use of English (oral and written) and habits of study, and to discover the causes thereof.

To adapt instruction to types of mind, relative abilities, and interest in language. To illustrate ways and means of getting children to correct their own language. To cultivate children's interest in language as an art.

To adjust instruction to establish correct word forms and sentence construction in the speaking and writing of English-learning foreigners.

Content: Grammatical elements peculiar to each phase of development. Effect of environment. What constitutes good usage to younger pupils, to older pupils. Pupils' errors as the chief source and occasion for grammatical instruction. Kind and amount of systematic grammar profitable for older elementary pupils. Relative influence of illustrations and rules as guides to correct use. Relative importance of learning by imitation and instruction, in younger, in older grades. Peculiar interests and needs of non-English speaking pupils.



Method: Passive and active observation of the language of children and youth. Collection and classification of grammatical errors heard and seen. Observation of lessons taught by the regular teacher or the normal school instructor. Reports and discussion of the methods and results. Imitative teaching. Writing lesson plans involving logical thinking. Teaching and criticism. Discussion of responses of and permanent effects on children. Tests of progress. Investigation of attention to grammatical errors in other lessons. Comparison of grammars and manuals. Modes of using courses of study and manuals.

#### **English Language 4. Composition. Miss BARIGHT.**

This course accompanies each of the other English language courses. It occupies the equivalent of nineteen weeks; two periods weekly; outside preparation, two periods weekly. Oral composition is emphasized in connection with English 1 and 3; written composition in connection with English 2 and literature. The course is equally cultural and professional.

**Cultural.** Aims: To induce habits of fluent and accurate, original and individual expression. To feel the æsthetic importance of fine arrangement. To think discriminatively, connectedly, logically. To express adequately. To realize the dependence of progress in thought upon progress in expression. To promote social intercourse.

Content: The standard of good usage. Diction. Structure of sentences, — use of complements and modifiers, grammatical agreement and reference; unity, order, co-ordination, subordination, parallelism, logical agreement, etc. Structure of a composition, — unity, organization, coherence. Use of an expanding vocabulary. Analytical outlines. Letter writing. Arrangement of manuscript. Technical elements of expression.

Method: Study of illustration. Preparation of outlines. Speaking with and without notes. Prepared and extemporaneous discussion. Writing exercises, — sentences, paragraphs, compositions. Correction of papers written by self, by others. Revision of typical papers.

**Professional.** Aims (see English Language 1, oral language): To compare the ways in which children learn oral and written expression. To compare the written language of children from different home environments, from similar environments; of children of objective and subjective types. To discover which children base written expression on speech, which on reading; in younger grades, in older grades.

To discover the relative importance of oral and written expression in promoting intelligence in younger children, in older children. To adapt instruction to the interests and needs of children at each stage of development. To base instruction and practice on the present experiences of children. To discern typical errors, the conditions for making them, and modes of correction.

To know that consciousness by each pupil of a definite useful purpose in the written expression is the most important motive in securing sustained effort. To know that the æsthetic appearance of a written paper is motivated for the most part by desire for approval. To know that progress in written composition depends almost wholly on the ability and habit of self-correction of daily efforts.

Content: Conversation. Reproduction. Original composition, — spontaneous remarks, description, narration, explanation, argument. Co-operative

composition. Enlargement of sentences, condensations of paragraphs. Letters, — social and business. News items. Telegrams. Advertisements, etc.

Comparative development of oral and written composition. Use of experiences, pictures, and text for suggestions. Use of summaries, questions, and topics to guide composition. Correction, — to what purpose, how, by whom, when, how often. Revision. Effects of correction and revision on spontaneity and originality.

Method: Listening to children on formal and informal occasions. Observation of instructive and of practice lessons. Conduct of similar exercises with individuals and groups of pupils. Analysis and report of pupils' speech and writing.

Discussion of kinds of errors and modes of correction. Comparison of the oral and written products of the same pupil, of good and bad talkers; of good and bad writers. Discrimination of causes of good and bad work.

Preparation of lesson plans for typical exercises. Comparison of manuals of instruction. Investigation of use of composition in connection with various school subjects.

### **English Language 5. Oral reading 1. Miss BARIGHT.**

Second half of first year. Nineteen weeks; two periods weekly; outside preparation, one period weekly. This course is in direct sequence with English 1 and 2, and emphasizes reading as an art. Although the work is largely cultural the professional applications are made of each topic to facilitate early practice teaching.

Aims (in addition to the aims described in English 1 and 2): To think intelligently, — to think ideas separately, in their group relations; to perceive their relative importance, to follow the development of the thought. To respond promptly and fully to the emotions described or suggested in the text. To imagine situations vividly and in detail. To understand thinking and feeling as causes of expression. To understand the body and voice as means of expression. To cultivate ease, grace, and dignity of poise. To use the voice correctly and effectively.

To know what in children constitutes naturalness of expression, how to preserve it, how it is lost, how to recover it. To know the attitude towards oral reading of younger children, of older children, and the reasons therefor. To account for the variations in oral reading of sensory and motor minded pupils. To recognize the variation in oral reading due to defective sight or hearing, or to wrong use of the voice, or to speech habits. To adjust instruction to English-learning foreigners.

Content (see English 1 and 2): Conversation, — characteristics, comparison with oral reading, elements to be emphasized in oral reading.

Story telling, — comparison with conversation and oral reading; from memory and by aid of a book; types of stories and their characteristics; adaptation to the changing needs and interests of children; characteristics of a good story teller.

Silent reading, — processes, intellectual and ethical effects, fundamental importance, effect on oral reading.

Oral reading, — processes, purposes, characteristics, types of material for

successive phases of development, sources of material, causes of loss of power in pupils of older grades.

Distinction between word lessons, oral reading, and reading drills. Individual and group reading. Relation of the reader to other members of the class. Modes of preparing for oral reading. Tests of successful reading. Reading drills, — kinds, purpose, time, devices.

Method: Active participation by the normal school instructor with the students in conversation, telling anecdotes and stories, dramatization, and oral reading to exemplify ideals of fine and adequate expression. Practice by students to make all oral expression interpretative. Oral analysis of speech to prove intelligent grasp of thought. Oral exemplification of correct and incorrect utterance. Observation of lessons with children, etc., as described in the methods of English Language 1 and 2.

### **English Language 6. Oral reading 2. Miss BARIGHT.**

Second half of second year. Nineteen weeks; three periods weekly; outside preparation, one or two periods weekly. This course is a direct continuation of Reading 1, but emphasizes the professional more than the cultural aspect.

Aims (see English 1, 2, and especially 5): To exemplify satisfactorily oral reading for each grade of children. To appreciate the kind and degree of emotional expression characteristic of children at different stages of development. To arouse children's pride in reading aloud. To give personal aid needed by individual children, and to adapt material and instruction thereto. To improve the quality and accuracy of each student's expression. To use oral reading to stimulate silent reading and to teach literature, adapting the same to the several types of pupils. To promote reading aloud at home.

Content (in addition to Reading 1): Speaking, — extemporaneous reports and discussions of current events, recitation of memorized selections, original talks from outlines. Distinction between reciting, acting, and oral reading. Relative kind and amount of preparation for oral reading. Exercises for qualities of expression as related to the thought and feeling. Exercises for accuracy in use of the voice as a mechanism. Modes of stimulating interest and effort in oral reading.

Method: Observation of lessons, as described in the methods of antecedent courses. Active instruction of children, especially of those needing instruction. Discussion of results obtained, modifications necessary. Comparison of influence of material selected by children and of contents of school readers. Preparation for oral exercises on public occasions.

### **English Language 7. Penmanship. Mrs. COUCH.**

Second half of first year. Ten weeks; one period weekly; outside preparation, enough to attain the standard. Cultural and professional.

Aim: Free, easy, legible, beautiful handwriting. Ability to teach penmanship.

Content: Correct position of body, pencil, pen, and paper. Drills for movement and control. Length and frequency of drills. Application in other sub-



jects. Gradual perfection of form. Motives to induce practice. Care of ink, pens, and paper.

Method: Practice under imitation and direction. Persistent use in connection with other subjects.

Observation of pupils under instruction and at practice. Analysis of pupils' movements and papers. Discussion of variations and their causes. Organization of procedure in a series of grades.

## LITERATURE

**Literature.** Miss BARIGHT.

Second year. Thirty-eight weeks; three periods weekly; outside preparation, three periods weekly. The course is equally cultural and professional, the latter element being emphasized the second half year.

Aims: To distinguish literature by its form and effect. To develop taste and enjoyment in reading literature. To desire to own literature. To use literature to find and extend one's self, to give a new sense of truth, to develop appreciation of beauty, to enrich thinking, to intensify perception of and sympathy with all phases of life, to create and preserve ideals, to develop character, to give better knowledge of human nature, to vitalize thinking concerning common things.

To show the relation of literature to social ideals, to history. To illustrate the natural and true approach to literature. To know the forms of literature and how to use literature to improve use of language.

To show the characteristics of children to which literature must be adapted. To collect and classify literary material according to the needs of pupils in successive phases of development according to the requirements for special occasions. To use the library effectively. To become familiar with the best thought concerning the value and use of literature in schools. To teach how and when to use song and story in the instruction of children. To select literature for English-learning foreigners.

Content: Works and lives of selected American and English authors. Works and lives of modern nature writers. Characteristics and development of the short story and lives of leading writers. Correlation of literature with other subjects. Function of literature in the education of children.

Characteristics of folklore, fairy tales, fables, myths, legends; stories of physical prowess and heroism, nature and animal stories, tales of adventure, serious effort, and humorous stories; stories of intellectual and ethical heroism, of achievement, adventure, romance, chivalry; dramas. Testing of the effects of prose and poetry, and interpretation by vocal expression.

Methods of teaching literature according to its form and the maturity of the pupils.

Opening exercises, — purpose, variety of interests, use of material, children's initiative, results.

Method: Oral reading, story telling, and dramatization by the normal school instructor to exemplify fine ideals and standards; by the students, to strengthen and enlarge ideals and to learn correct habits of expression. Silent reading, investigation, reports, and discussions.

Observation and analysis of lessons taught by the normal instructor or the regular teachers. Writing of lesson plans for teaching by presentation and questioning, both in normal classes and at the training schools. Investigation of the outside reading of children and source of material; of use of school libraries.

## MATHEMATICS

### **Mathematics 1. Concrete geometry.** Miss SEARLE.

First half of first year. Nineteen weeks; three periods weekly; outside preparation, three periods weekly.

**Aims:** To observe the untaught modes of construction by children. To perceive the natural order of project, use, form, measurement, and size. To perceive the natural place of drawing in project making. To discern the appearance of mathematical reasoning and of definition. To judge of mathematical maturity as evidenced in projects. To find points of contact for definite instruction in form, measurement, and size; concrete classification and demonstration.

**Content:** Observation of objects and processes used in construction by children and by mechanics; grouping according to form; usefulness of each form. Positions and relative positions of lines, surfaces, and solids. Use of straight-edge, plumb, level, and try-square.

Concrete measurement and reasoning in finding area and volume. Making sketches, working drawings, and patterns on square-ruled and plain paper for the construction of geometrical objects and derived forms. Analysis, classification, and definition of figures and solids.

Concrete demonstrations of elementary principles of geometry; growth of abstract demonstration; cultivation of mathematical English expression. Selection of projects and material according to needs and interests of children. Use of projects to motivate other subjects. Plans of lessons.

**Method:** Personal observation and investigation of children at play, of mechanics at work; reports and discussions. Making, building, drawing to understand the scope and difficulty of projects. Study of geometrical forms from type solids, drawings, and architecture of the vicinity. Observation of children when taught by normal school instructor or by the teacher of the grades. Perception and record of plans in model lessons observed: Writing new lesson plans.

### **Mathematics 2. Arithmetic.** Miss SEARLE.

Second half of first year. Nineteen weeks; five periods weekly; outside preparation, five periods weekly.

**Aims:** To observe the numbers and number processes used by children apart from instruction. To base instruction on the knowledge and ability discovered in children. To adapt instruction to meet the conditions under which children use numbers in buying and selling, construction, and computation. To discern the appearance and promote the growth of mathematical reasoning. To use arithmetic to measure local, State, and Federal social conditions and the phenomena described in other subjects.

**Content:** Observation of the conditions under which children use numbers apart from instruction. Organization of the number facts and processes commonly used by children, by parents, by clerks, by mechanics, etc. Selection of projects for points of contact in teaching. Figuring and its relation to reasoning. Analysis of problems, place and use of diagrams and formal explanations. Comparison of mathematical abilities of children and reasons for differences. Study of children's papers, textbooks, newspapers, reports, accounts.

**Method:** Personal investigation by students. Reports and discussions. Preparation of illustrative material for teaching. Special trips to stores, banks, and offices. Drills in computation to secure accuracy and in solution of problems to test reasoning. Observation of model lessons. Writing lesson plans. Comparison of textbooks.

## GEOGRAPHY

**Geography.** Mr. ELDRIDGE.

First half of second year. Nineteen weeks; four periods weekly; outside preparation, eight periods weekly.

Second half of second year. Nineteen weeks; two periods weekly; outside preparation, four periods weekly.

**Aims:** To observe definitely the geographical phenomena of the locality. To imagine distant phenomena clearly by definite use of local observations. To reason from cause to effect. To organize and locate the geographical facts necessary for intelligence as to current events. To observe the responses made to geographical phenomena by children in their several stages of development. To base instruction on the personal experiences of pupils.

**Content:** Local geography, — features most prominent, most used by children, most important to the welfare of the citizens. Representation by sand modeling, map sketching. Reading of local maps. Use of the school and home gardens for learning elementary facts of agriculture.

**Travel geography,** — comparison of distant places and people with local conditions, careful study of type regions and activities. Earth as a whole, — relief, drainage, climate, productive areas, populous areas, means of communication. Kinds and uses of maps, globes, and text. Place of map drawing and editing.

**Comparative study of continental features and activities.** Detailed study of Massachusetts and the United States. Great nations, — their importance, influence of geographic environment, interdependence of peoples.

**Method:** Numerous class trips for careful observation of geographical features. Special investigations. Reports and discussions of observed phenomena and of their relation to children's study.

**Laboratory experiments** to illustrate and explain causal relations. Personal practice in sand modeling, map drawing, and map reading. Comparison of textbooks, supplementary reading, and maps to find their appropriate place and use. Collection and arrangement of illustrative material. Observation and analysis of model lessons. Adaptation of lesson plans to maturity of children.

## HISTORY AND SOCIAL SCIENCE

### History and Social Science 1. American history. Mr. SMITH.

First half of second year. Twelve weeks; four periods weekly; outside preparation, five periods weekly.

**Aims:** To distinguish the phases of human endeavor which are of most interest to children at their several stages of development. To adapt instruction to the maturity of pupils. To cultivate interest and initiative in historical reading. To inculcate ideals of patriotism based on social justice. To realize that a State or Nation is the creation of the people or is what the people permit or tolerate, and depends on the education given children and youth.

**Content:** Observance of historical holidays. Stories of primitive life. Fairy stories, myths, and legends. Stories of physical prowess, — explorers, settlers, soldiers, sailors, etc. Stories of intellectual conquest, — inventors, builders, merchants, statesmen, authors, etc. Stories of moral heroism and other elements of character. (These topics are considered more fully in connection with the course in literature.)

Local history and its relation to local geography. Growth of the United States, — territorial, industrial, political, social. Interstate and international relations. Relative importance of chronological and causal sequences. (These topics are treated in detail for use in older grades.)

**Method:** Observational trips to places of historical interest. Reports and discussions of historical features of importance to children.

Critical consideration of the relative value of historical stories and textbooks; of pictures and maps. Collection and arrangement of illustrative material.

Observation of model lessons. Writing lesson plans for types of instruction. Adaptation of methods to secure initiative and interest in historical reading; in current events. Conduct of trips, recitations, and discussions.

### History and Social Science 2. Civics. Mr. SMITH.

First half of first year. Seven weeks; four periods weekly; outside preparation, five periods weekly. The study of civics is in part contemporary with the study of American history and in part follows that course. The subject is more cultural than professional.

**Aims:** To recognize and define the social problems of the day in rural and urban communities and in different States and Nations. To trace the course of prominent social movements. To know present-day methods of solving these problems. To feel personal responsibility for social welfare. To investigate the intelligence and moral attitude of children as to social problems. To distinguish between the effects of knowing about and of practicing citizenship.

**Content:** Interrelations of institutions, — family, school, church, town, city, State, Nation, and society. Opportunity for the individual. Relations of labor and capital; of capital and politics. Responsibility of society for protection of health, care of the poor, prevention of ignorance, poverty, and crime. Responsibility of the public school for development of moral intelligence. Consideration of topics that can be taken up profitably with children in the grades.



Method: Observational trips by individuals, groups, and classes to various residence districts; to public buildings, especially the city or town hall, police station and court room, fire houses, hospital, waterworks, library, mills, stores, markets, etc. Practice at the training schools in promoting better and more active citizenship. Reading and discussion of contemporaneous books and magazine articles. Reports of observed socializing instruction in rural and urban schools. Discussion of practicable methods for interesting parents in making schools centers of socializing work.

## PHYSICAL EDUCATION

### Physical Education 1. Hygiene. Miss SKEELE.

First half of first year. Nineteen weeks; three periods weekly; outside preparation, two periods weekly.

Aims: To understand the elementary facts of the structure, function, and care of children's bodies. To feel personal responsibility for the physical welfare of children. To use methods that result in the formation of health habits and respect for the laws of health.

Content: Objective study of organs and tissues to insure right knowledge of the simpler structures and functions of the human body. Recognition of the physical characteristics of children peculiar to each stage of development. Observation of children to discover normal and abnormal conditions of health. Investigation of conditions in the schoolroom, on the playground, and in the home environment which produce normal and abnormal conditions.

Discrimination of facts of structure, function, and hygiene stimulating in children the practice of health habits, and necessary to parents and teachers in order to take intelligent care of children. The topics treated in detail are vision, hearing, posture; teeth, nose, throat, skin, hair; clothing, drinking cups, and towels; cleanliness; ventilation; emergencies; use of tobacco and alcoholic liquors, signs of contagious diseases, bacteria. Selection of material and methods of teaching that result in health habits and respect for the laws of health.

Method: Reference to knowledge gained by personal experience in ill health, in caring for children or the sick, and by observation of parts of lower animals seen at home or in the market. Reference to personal conditions made manifest by the entrance physical examination. Observational study of shank of beef, haslet, skeleton; manikin, models of brain, eye, ear, respiratory tract, and pelvic cavity; pictures and diagrams, microscopic slides. Observation of instruction of children by the instructor in hygiene and by the teachers at the training schools. Perception of plans in lessons observed. Writing lesson plans. Exposition of materials and methods, collected and arranged for use with children. Discussion of the relation of hygiene to social welfare.

### Physical Education 2. Gymnastics 1. Miss SKEELE.

First year. Thirty-eight weeks; three periods weekly; outside preparation, occasional.

Aims: To enjoy playing games, dances, and other exercises, indoors and outdoors. To understand children's need of physical activity and to sympathize with their play spirit. To improve health of body and vigor of mind; posture and carriage. To discern the effects of social games upon social ideals.







**Content:** Games, dances, and other exercises adapted to students for children, for indoor and outdoor use. Corrective exercises adapted to school conditions. Apparatus work suitable for playground instruction. Adaptation of exercises to age and sex; to restrictions of schoolrooms and playgrounds. Use of phonograph records. Use of language in directing exercise.

**Method:** Active play. Observation of and playing with children. Imitative teaching. Umpiring games, etc. Observation and discussion of children of forms of exercise, of adaptations, of influence of school on home play and work.

### **Physical Education 3. Gymnastics 2. Miss SKEELE.**

Second year. Thirty-eight weeks; three periods weekly; outside preparation, occasional.

**Aims** (see Gymnastics 1): To acquire skill in conducting corrective exercises, folk dances, and games.

**Content:** As described for Gymnastics 1.

**Method:** As described for Gymnastics 1; also, observation of instruction by the normal school instructor; by the teachers of the grades. Practice teaching with and without immediate supervision. Playground direction.

## **PRACTICAL SCIENCE**

### **Practical Science 1. Sanitation. Miss VARRELL.**

Second half of first year. Nineteen weeks; three periods weekly; outside preparation, three periods weekly.

**Aims:** To practice cleanliness and order in the care of personal and school property. To teach children why cleanliness and order are necessary, and to take responsible care of school and personal property. To adapt instruction to the successive abilities of children to practice sanitation. To promote helpfulness of children in making their homes and neighborhoods safer.

**Content:** Dust, its dangers, prevention; use of water in cleaning; soaps and other cleaning agents; removal of stains; disposal of waste; sewage, use of wood, coal, gas, and kerosene stoves; lighting and ventilating of schoolrooms; care of clothing at school.

**Principles of science** on which modern sanitary processes are based.

**Application** of these principles in the care of floors, walls, windows, desks, sinks, stoves, utensils, closets, and coat rooms; books, apparatus, supplies; grounds, toilets; disposal of waste; prevention of flies; heating, lighting, and ventilation.

**Method:** Laboratory experiments. Inspection and discussion of schools. Practice in school housekeeping. Supervision of children. Practice demonstration. Special trips to study water supply, generation of gas and electricity, modes of heating and ventilating.

### **Practical Science 2. Plant life. Mr. SMITH.**

First half of first year. Nineteen weeks; three periods weekly; outside preparation, two periods weekly.

**Aims:** To know plants as developing organisms. To understand their function in nature. To appreciate their influence on human life. To observe the responses to plant life by children at their various stages of development. To adapt instruction to the successive interests and needs of children. To promote home gardening. To stimulate economy and thrift.

**Content:** Soils, — composition and relation to plant growth. Relation of heat, moisture, and light to plant growth. Bulbs, — parts, growth; educational importance. Greenwood cuttings. Grafts. Structure, function, habit, and habitat of familiar plants. Food plants. Ornamental plants. Common trees, shrubs; useful and ornamental. Relation of plants to all animal life. Plants interesting to children. Organization of subject and illustrative material. Correlation with geography and drawing.

**Method:** Observation of soils and plants in natural location. Experiments on soils and plants. Growing bulbs and cuttings. Transplanting full-grown plants for winter use. Dissection of plants at various stages of growth. Observation of plant models and diagrams. Use of garden catalogs and magazines; textbooks; poetry. Observation and discussion of model lessons; of children at work with plants. Planning of type lessons. Differentiation for rural schools.

### **Practical Science 3. Animal life. MR. SMITH.**

First half of second year. Nineteen weeks; two periods weekly; outside preparation, two periods weekly.

**Aims:** To know animals as developing organisms. To understand their function in nature. To appreciate their influence on human life. To observe the responses to animal life by children at their various stages of development. To adapt instruction to the successive interests and needs of children. To promote kindness to animals and protection to human beings.

**Content:** Animals prominent in the interests or needs of children. Characteristics, habits, and habitat of animals. Animals useful or injurious to plants or human beings. Prevention of injurious animals. Protection of useful animals. Care of domestic animals. Attitude toward wild animals. Organization of lessons according to the maturity of children and the environment. Collection and arrangement of illustrative material. Correlation with gardening, geography, civics (State law).

**Method:** Observation of children at play or work with animals. Observation of animals in their usual environment, whether at large or in confinement; individual trips and class excursions. Special observation in the school garden, at neighboring farms and stables, and at occasional menageries. Experiment; in the schoolroom and study of models and diagrams. Collection and discussion of use of catalogs, magazines, pictures, stories, and textbooks. Observation discussion of model lessons. Planning of similar lessons. Differentiation of content and method according to maturity of children and environment.





## PRACTICAL ARTS

### **Practical Arts 1. Handicraft. Miss LAMPHIER.**

First year. Twelve weeks; three periods weekly; outside preparation, one period weekly; opportunity for extra work after sessions.

**Aim:** To teach the technique of such handicraft as can be done profitably in the elementary grades. To make each object beautiful in that it is "the fit and successful embodiment of an idea in outward form."

**Articles:** Based on school and home uses. Reed and raffia are used in making baskets, napkin rings, table mats, boxes, etc. Cardboard, paper, and cloth are used in making memorandum pads, binders, portfolios, etc. Chair seating is applied to school and home chairs. Knitting is used for making face cloths, wristers, etc. Modifications are made to meet any needs of rural schools.

**Method:** Actual making of articles. Observation of children at work and of their products. Writing lesson plans. Practice teaching according to object and skill of the student.

### **Practical Arts 2. Handicraft 2. Miss PEARSON.**

First year. Twelve weeks; three periods weekly; outside preparation, one-half period weekly.

**Aims:** To teach the technique of paper tearing, paper cutting, paper construction, stenciling, arranging, mounting. To appreciate and cultivate children's æsthetic endeavors in construction. To realize the intelligence and skill necessary for artistic results.

**Content:** Paper tearing, — symbols of objects appropriate for picture story telling. Paper cutting, — symbols for picture story telling; animals that will stand; calendar mounts; dramatic accessories. Paper construction, — envelopes, boxes, covers, baskets, valentines, sand-table objects, lamp shades, etc. Mounting of pictures. Stencil cutting and stenciling. Arrangement on bulletin boards. Arrangement of room furnishings.

**Method:** Actual making of articles. Observation of children at work and of their products. Discussion of artistic values of objects made; adaptation to other subjects. Lesson planning. Adaptation of methods and devices. Assisting children and practice teaching according to the object and the ability of the student.

### **Practical Arts 3. Handicraft 3. Woodworking. Mr. CUMMINGS.**

First year. Twelve weeks; three periods weekly; outside preparation, one period fortnightly; opportunity for extra work after sessions.

**Aims:** To use woodworking tools and the fundamental processes. To make each object beautiful in that it is "the fit and successful embodiment of an idea in outward form." To appreciate the constructive activities of boys in middle and upper grades. To understand the intelligence and skill necessary for successful results.

**Content:** The articles made are based on school and home uses, and on play.



With the coping saw are made map and picture puzzles, frames, furniture, animals, carts, windmills, etc.

With the carpenter's tools are made bookshelves, book ends, bookcases, boxes, screens, picture frames, stools, stands, tables, chairs, etc.

Taking apart and assembling. Replacing broken window glass. Staining, varnishing, waxing, painting.

Method: Actual making of articles. Observation of boys at work. Observation of products made by children; by manufacturers. Use of drawings. Discussion of methods of teaching and adaptation to rural schools. Lesson planning. Practice teaching according to the object and the ability of the student.

#### **Practical Arts 4. Gardening. Mr. SMITH.**

Second half of first year. Nineteen weeks; three periods weekly; outside preparation, three periods weekly. This course must be preceded by Practical Science 2, plant life.

Aims: To practice gardening. To cultivate personal interest in growing things. To increase foresight and responsibility peculiar to the care of living things. To feel the satisfaction of effort and the beauty of product. To economize material and labor. To appreciate the fundamental value of agriculture and the need of scientific procedure. To observe the variation in native interests of children toward gardening, according to phases of development and conditions of environment. To differentiate kind and method of work to meet the variations in children and in locality.

Content: Planning and laying out individual gardens,  $4\frac{1}{2}$  by 15 feet. Preparation of soil, use of fertilizer, tillage.

Seed testing, germination, thinning, transplanting, use of cold-frame and hot-bed, setting out. Planting, cultivating, harvesting, marketing, clearing, and composting. Study of farm machinery and processes.

Variation in kind of gardening according to maturity of children; imitative, instructive, elective; individual and group commercial gardens. Experimental plots. Home gardens. Correlation with arithmetic, geography, history, and drawing.

Method: Actual gardening by each student. Observation of interest and skill of students and children; of effects of climate and care on growth and products. Competitive exhibition of flowers and vegetables at the local fair. Inspection of home gardens; reports and discussions of observations. Discussion of the importance of home gardens. Adaptations for rural and urban schools. Use of government publications. Observation of model lessons. Writing lesson plans. Assisting in the school gardens.

#### **Practical Arts 5. Cooking 1. Miss VARRELL.**

First half of second year. Nineteen weeks; two periods weekly; outside preparation, occasional.

Aims: To conduct the noon lunch of school children. To teach cooking in rural schools as regular work; to cook what can be practiced ordinarily in homes; to use cooking to motivate other school activities. To cultivate pride in helping



at home. To place standards of cleanliness, economy, and beauty before children.

**Content:** Simple cookery whereby children can help at home. Characteristics of foodstuffs. Selection of foods and method of cooking. Selection of recipes for use at the noon lunch. Choice of a simple cooking equipment for a rural school.

**Method:** Actual cooking processes to be used in rural schools and homes. Use of kerosene, wood, coal, and gas stoves; of rural school equipment. Setting table, serving, clearing the table, and washing of dishes. Experiments to explain principles of food preparation. Observation and instruction of children at noon lunches and cooking exercises. Discussion of methods of teaching with this simple equipment. Special trips to stores and markets, dormitory kitchen, and supply rooms.

### **Practical Arts 6. Cooking 2. Miss VARRELL.**

First half of second year. Nineteen weeks; two periods weekly; outside preparation, one period weekly. A special course open only to pupils of proved superior intelligence and administrative ability.

**Aims:** To teach cooking in the more highly developed rural or semi-rural schools. To secure more effective practice of cleanliness, thrift, and good taste by children at home. To motivate lessons in health, arithmetic, geography, and good manners. To work intimately and confidently in mothers' clubs, etc.

**Content** (Extension of Cooking 1): Comparative nutritive value and digestibility of foodstuffs. Proper food for children of school age. Economical use of food; adaptation to materials and money available. Planning of simple wholesome meals suitable for children.

Sale of foods cooked at school and expenditure of the money for school improvements — account of cost receipts, and expenditures, profit.

**Method:** Extended personal practice in cooking and serving. Special practice teaching in rural and urban training schools. Reading and discussion of such work now being done in more distant schools. Special trips to bakeries, refrigerators, and fruit houses.

### **Practical Arts 7. Sewing 1. Miss VARRELL.**

Second half of second year. Nineteen weeks; two periods weekly.

**Aims:** To ascertain what objects each pupil sews, who sews at home and how, what objects are made at home, what are bought. To teach sewing as a part of the regular work. To use sewing to motivate other school subjects. To cultivate pride in helping at home. To set standards of economy and good taste before children.

**Content:** Repairing clothing belonging to self or others; other articles. Making new articles for wear or house use. Taking care of under and outer garments.

Adaptation of clothing of the teacher to the schoolroom and pleasure of children. Comparison of courses of work and methods of teaching for rural schools.

**Method:** Actual sewing processes to be used in rural schools and homes. Machine sewing; care of machine. Using patterns. Distinguishing textiles.

Observation of children at work and of their products. Instruction of children. Special trips to dry-goods stores. Study of a course in sewing.

**Practical Arts 8. Sewing 2. Miss VARRELL.**

Second half of second year. Nineteen weeks; two periods weekly; outside preparation, one period weekly. A special course open only to pupils of proved superior intelligence and administrative ability.

**Aims:** To teach sewing in well-developed rural or semi-rural schools. To induce more effective help by children at home; to motivate lessons in health, arithmetic, color, and good taste; to work more intimately and acceptably in mothers' clubs and similar organizations.

**Content** (Extension of Sewing 1): Characteristics of different textiles. Comparative durability and cost of materials. Selection of projects according to the needs and abilities of children. Choice of materials for personal use. Adaptation for use, ornament, and style. Making of articles for school use.

**Method:** Extended personal practice in sewing, by hand and machine. Measuring, drafting, and cutting patterns. Modifying of patterns bought.

Special practice teaching in rural and urban training schools. Observation, reading, and discussion of work in distant schools. Special trips to department stores and millinery shops.

## DRAWING

**Drawing 1. Miss PEARSON.**

First year. Thirty-eight weeks; three periods weekly; outside preparation, occasional.

**Aims:** To draw freely, spontaneously, and with skill. To appreciate the beauty of plant and animal forms, of color and form in the landscape, and of good design in architecture and interior decoration. To understand what is in good taste æsthetically. To know and enjoy examples of fine art. To know the natural responses of children, at their several stages of development, to beauty and to the elements of art. To study the instinctive efforts of children to express experiences by modeling, drawing, and coloring; and to use these methods for practical and for æsthetic purposes. To teach children to get keener appreciation of fine art by attempting to express beauty by drawing, color, and design.

**Content:** Color, — discrimination of color and appreciation of harmony; the spectrum, tints, shades, hues, tones, values, scales, and charts; study of fruits, vegetables, trees, and landscapes.

**Representation,** — effects of distance and level upon the appearance of objects; foreshortening of hemispherical, conical, and cylindrical objects; vase forms; illustrative drawing; mechanical drawing of patterns and of views of objects; hand lettering.

**Design,** — development of decorative units from plant forms; border, surface, and radial arrangements to express rhythm, balance, and harmony of shape and line; interpretation of natural forms in terms of design.

**Fine art,** — enjoyment through play of the imagination; recognition of dominant art principles; acquaintance with subjects appropriate to the calendar months.

**Method:** Typical lessons for understanding of subject-matter and demonstration of processes, followed by much practice to fix correct habits and to produce skill.

Use of crayon, pencil, and brush in sketching appearance, recording observations, and illustration. Painting by the floated method. Mechanical drawing of patterns and views of objects. Blackboard drawing.

Analysis of objects and arrangements to find the principles of art used. Designing and applying decoration to constructed objects. Study of children's products.

Oral analysis by students of the teacher's plan as to content, distribution and use of material, and method of instruction. Observation of model lessons with children to illustrate phases of the subject, methods of instruction, responses by children, and methods of criticism. Writing plans of lessons observed and of similar lessons. Imitative teaching of children, according to the ability of the student.

### **Drawing 2. Miss PEARSON.**

First half of second year. Nineteen weeks; three periods weekly; outside preparation, occasional.

Aims: As described in the previous course.

Content: Color, — harmonies of color; interrelation of line, value, and intensity; complementary and analogous schemes of color in flower arrangement, dress, interior furnishings and decorations, exteriors; effects of light and shade and of backgrounds upon decorative effects.

Representation, — discrimination of shape and proportion in the appearance of objects, with particular attention to use of invisible edges, axes, and diagonals; appreciation of beauty of form; landscape composition; pictorial arrangement; figure drawing.

Design, — judgment of objects, decorations, and arrangements according to elements of rhythm, balance, spacing, and appropriateness; appreciation of beauty of design in decoration; adaptation of plant and animal forms and of abstract spots in problems of design.

Fine art, — enjoyment of the emotion of beauty and the play of imagination excited by fine art; cultivation of æsthetic judgment; acquaintance with fine art as found in schoolroom decorations, home furnishings, local architecture, reproductions of masterpieces.

Method (the ways specified in the previous course): Flower arrangement in dishes; choices for fitness of shape, color, and position. Collecting and arranging examples of good coloring, — pictures, dress goods, wall papers, hangings, and small decorations. Selecting, mounting, framing, and hanging of pictures.

Designing and decorating model interiors and exteriors. Application of principles of art to rooms in the training schools, dormitory, and homes of the students. Visits to homes, museums, and stores for study of art value and selling price.

Writing lesson plans of type forms of work. Practice teaching of projects most easy of introduction. Analysis of a course in drawing for elementary grades.

## MUSIC

### **Music 1.** MISS SEARLE.

First half of first year. Nineteen weeks; four periods weekly; outside preparation, fifteen minutes daily.

**Aims:** To hear and understand music. To sing by rote and by note. To ascertain the musical environment of children apart from school, — what songs and instruments are heard. To ascertain the musical activities of pupils apart from school, — what songs are sung, what instruments are played, what graphophone records are used. To observe these musical activities of children at different stages of development, and to make these the points of contact in instruction. To compare methods of teaching to read and to sing. To cultivate love and appreciation of good music and to understand its social power. To select and procure music for community singing.

**Content:** What, why, and how children sing at the various stages of development. Qualities of children's voices. Elements of music; their relative prominence in children's singing. Progression in rote singing. Progression in use of notation. Selection and arrangement of songs to meet special conditions. Recognition of musical forms. Acquaintance with fine music, prominent artists and composers. Influence of music on the community.

**Method:** Observation of children's singing. Testing ability to hear and reproduce musical elements. Discussion of adaptation of music to ability. Steps in teaching rote songs; notation. Use of singing books. Singing alone; in groups. Writing lesson plans. Comparison of various methods in vogue. Use of the phonograph.

### **Music 2.** MISS SEARLE.

Chorus singing, — through two years; averages one period weekly.

Recital, — through two years; averages twenty minutes weekly.

Glee Club, — through two years; averages one and a half periods weekly; one annual concert.

## EDUCATION

### **Education 1. Child study.** MRS. COUCH.

First year. Twenty-eight weeks; one period weekly; outside preparation, one period weekly.

**Aims:** To impress these standards of education: Children, not subjects, are of paramount importance. Development of children is the fundamental motive in education. Interdependence of body and mind is the occasion of great variation in the activities of every child. Variation in kinds and degrees of activity in the schoolroom, on the playground, and at home. Interpretation of the appearance and activities of children is the basis of safe adaptation of instruction and control.

**Content:** Discovery of prominent instincts in individuals; of social tendencies of groups. Characteristics of the several phases of development of chil-



dren. Temperaments. Effect of environment. Relative strength of the sensory activities. Prominent intellectual activities. Individual and class needs and modes of satisfying them. Arrested development, its cause, prevention, and cure.

Method: Observation while conducting some activity; while children are active under another teacher; while children are engaged in "seat work," or in free play, or in marching. Reports and discussions of experiences of students. Visitation of neighboring schools.

### **Education 2. Psychology. Mr. MURDOCK.**

Second half of second year. Nineteen weeks; five periods weekly; outside preparation, five periods weekly.

Aims: To comprehend the biological and sociological fundamentals of education. To know and treat children as developing organisms, products of heredity and environment. To understand physical, mental, and moral education, each as a growing process with characteristic stages of development. To comprehend the dependence of mental processes upon brain functions. To discriminate the principles of education based on the development of children. To discern the present influence of these principles.

Content: The comparative study of animals and human beings.

Heredity, — its physical basis, and what can be inherited.

Instincts, — classes, appearance, transitoriousness, variability, modification.

Consciousness. Mind, — biological, human. Education as the adjustment of environment to development. Physical development and education. Mental development and education. Moral development and education.

Phases of development, — early childhood, later childhood, adolescence. Educational adjustments based on the development of children. Principles of education, — pedagogical, administrative.

Method: Recollection of personal experiences and of observations, reading; reports, comparisons, and discriminations of fundamentals. Daily illustrations from work observed in training and other schools; daily applications thereto. Conclusions in connection with each biological and sociological element as to the educational adjustment necessary. Consideration of changes in self and in society due to present-day application of biological principles of education. Discussion of ways and means of applying these principles of education in public schools first taught by graduates of the normal school.

### **Education 3. History of education. Mr. ELDRIDGE.**

Second half of second year. Nineteen weeks; one period weekly; outside preparation, one to two periods weekly.

Aims: To select those old and new principles of education which teachers personally should apply in the instruction and control of children. To trace the development and application of these principles. To realize their importance because of their tested truth. To feel the responsibility of applying these principles and of judging results thereby.

**Content:** Analysis of personal experiences and of observed instruction to find the fundamental principles which direct successful teaching and wise control. Grouping of these principles according to child nature, environment, and subject. Tracing the origin, growth, and present-day importance of these principles. Comparing the permanent contributions of Comenius, Rousseau, Pestalozzi, Herbart, Fröbel, Spencer, Hall. Tracing the principles of administration to their formulation in the school laws and practices of to-day.

**Method:** Reports of personal experiences and observation of work at the training schools and elsewhere. Discussion to clarify the principles. Research to trace development of principles. Special presentations of the work of the great educators. Discussion of present-day problems.

#### **Education 4. Management. Mrs. COUCH.**

Second year. Thirty-eight weeks; one period weekly; outside preparation, one period weekly.

**Aims:** To know the organization and conduct of a school as an independent unit and as a part of a school system. To know the principles, laws, and rules which control modes of procedure. To observe and participate in school management conducted by classes organized to this end. To distinguish the optional elements which may prevail in the management of a class from the compulsory elements necessary to the welfare of the system. To judge how the system works to the advantage and disadvantage of pupils.

**Content:** Preparations for organizing a school new to the teacher. Steps in opening the new school. Formation of classes. Making a program.

Room arrangements for conduct of recitations. Provisions to secure orderly movements of pupils. School government, — rights and duties of teacher and pupils. Disorder, — what it is and its causes. Means of avoiding disorder.

Rules and regulations, — kinds, reasons therefor, by whom made, number. Punishment, — when and why necessary, kinds, principles underlying choice of kind and mode of infliction, effect produced.

Keeping of school records and care of school property. Relations to higher officers; to the parents and the community. Effect of teacher's personality, dress, manner, spirit.

**Method:** Recollection of early school habits. Observation at the training and other schools. Experiences in administration and instruction. Comparison of observations. Reading of stories of school life; of practical treatises. Conclusions and applications. Active administrative practice at the training school.

#### **Education 5. Kindergarten theory and method. Mrs. GRAVES.**

Second year. Thirty-eight weeks; three periods weekly; outside preparation, three periods weekly.

This is a special course for preparing students to teach in primary grades. Students are admitted to this course on the basis of adaptability to younger children as evidenced in the practice teaching of the first year. Ability to sing and to play some musical instrument is a prominent qualification. Students who desire to take this course will have special opportunities to observe in younger grades during the first year.



**Aims:** To interpret the activities of children individually. To distinguish the effects of various environments on young children. To realize the complete dependence of younger children on the environment of home, neighborhood, and school. To quicken sympathetic understanding, to increase versatility in adaptation, to improve foresight in planning kind and sequence of work. To indicate the natural transition to deformed primary work.

**Content:** Instinctive activities predominant in early childhood. Comparative development of spontaneity and inhibition.

**Play,** — function, kinds, selection, and adaptation to maturity; Fröbel's plays as related to primary pupils.

**Games,** — distinction from play in general, function, kinds, adaptation to maturity of children and to school environment; comparative study of plays and games of children of different races and nations.

**Symbolism,** — ideas which children symbolize, natural and conventional symbols, progressive in use of conventional symbols; effective of prevention of symbolic play.

**Comparison of Fröbel's gifts, Montessori apparatus, and corresponding material available in the immediate environment.** Function of fairy stories, myths, and legends.

**Similarity and continuity of characteristics of children in kindergarten and primary grades; variation in predominant characteristics from grade to grade.**

**Method:** Special observation and instruction of children. Reading and reports thereon. Discussions and conclusions as to pertinence of biological principles in the education of young children, danger of stereotyped methods, variety in equipment. Planning of lessons to cultivate the instinctive tendencies of children, to meet seasonal changes of nature, to make the best uses of the immediate environment. Practice teaching in kindergarten and primary grades.

### **Education 6. Practice Teaching 1.**

First half of first year. Nineteen weeks, including assignments to four or more rooms; four periods weekly; outside preparation, four periods weekly.

**Aims:** To get acquainted with children of varying degrees of maturity, of different social environments, and of several nationalities. To interpret the activities of children for purposes of instruction and control. To learn methods of direction and control in accordance with children's instincts. To understand the adaptation of instruction to the needs of pupils. To get experience with which to understand the instruction given by normal school teachers.

**Content:** Activities recalled from experiences of childhood and approved for practice. Activities of the regular teacher which can be correctly imitated. Conversations, dramatizing, story telling, singing, pronouncing, dictation, making change, etc. Use of materials, — objects, pictures, puzzles, sand, clay, blocks, etc.

**Method:** Observation in particular of the individual or group assigned, in general of the whole class, while they are at work with the regular or a student teacher. Observation of the teacher's personality, dress, attitude toward pupils, mode of instruction and administration. Assisting in distribution and collection of material, care of desk, blackboard, closets, cloak room, etc.

Observation of children at work with "seat material," to find their peculiar

modes of operation and the reasons therefor. Instruction when appropriate. Analysis of children's products, correction of papers, preparation of teaching material.

Teaching and playing games, dances, gymnastics, indoors and outdoors. Imitative instruction of pupils assigned for special aid, individuals or groups in any convenient place. Control of pupils at time of entering or leaving.

Oral and written reports to and conferences with the regular teacher.

### **Education 7. Practice Teaching 2.**

Second half of first year. Nineteen weeks, including assignments to four or more rooms; four periods weekly; outside preparation, four periods weekly.

Aims (as for Practice Teaching 1): To know more children along familiar lines of work. To know more activities of familiar pupils. To feel confident and easy when conducting familiar imitative work with larger groups and whole classes.

To perceive and report the plans evident in lessons taught by the regular teacher. To imitate such lessons in plan and practice, and to modify such lessons when sufficient skill is attained.

To know the variety and value of material used for self-education. To discover the proper connection of instruction and self-education in the school procedures. To observe and participate in administration in order to measure its value and difficulty.

Content (exercises described for Practice Teaching 1): Collection of data for instruction from the speech, script, drawings, and products of pupils. Drills for accuracy and speed derived from arithmetic, geography, elementary language, grammar. Imitative instruction in practical arts, gymnastics, study of pictures, reading, spelling, etc.

Method (modes of work described for Practice Teaching 1): Practice of writing and drawing on the blackboard. Preparation of illustrative teaching material. Assisting in the conduct of exercises on special occasions. Management of pupils at recesses. Drills and imitative instruction. Teaching of backward pupils. Participation in opening exercises.

### **Education 8. Practice Teaching 3.**

First half of second year. Six weeks; one or two assignments; eighteen periods weekly; outside preparation, eighteen periods weekly.

Aims (as for Practice Teaching 1 and 2): To know the movement of a school throughout a session. To discover the intellectual types and prevailing interests. To observe the adaptations made to meet the different abilities of pupils. To write lesson plans emphasizing these adaptations. To hold the attention of pupils not spontaneously interested. To observe and to account for the teacher's mode of dealing with misdemeanors.

Content (exercises described for Practice Teaching 1 and 2): Instruction in subjects requiring a continuous development of thought. Assignment of lessons

and devising of various appropriate modes of recitation. Conduct of related drills and examinations. Art of questioning.

Method (modes described for Practice Teaching 1 and 2): Responsible instruction of a section or of the whole school, according to ability of the student teacher. Responsible administration, — filing, care of clothing, sinks, furniture, blackboards; books and supplies. Visitation of other schools. Substituting in schools of the vicinity.

### **Education 9. Practice Teaching 4.**

Second half of second year. Six weeks; eighteen periods weekly; outside preparation, eighteen periods weekly; one or two assignments, according to the choice or evident need of the student.

Aims (as for Practice Teaching 1, 2, and 3): To conduct a school as if a paid assistant. To discover causes of inattention and misdemeanors and to adapt means of prevention. To relate punishment to offence. To understand the aims, procedures, difficulties, and successes of class and school management organized and conducted by the pupils. To measure progress of individual pupils.

Content (exercises as described for Practice Teaching 1, 2, and 3): Writing of lesson plans, with special attention to adaptation of method and device. Instruction in subjects requiring logical and causal thinking. Grouping of pupils according to similarity of intellectual abilities; of social interests. Conduct of group work along advanced or applied lines. Investigation of home occupation, amusement, reading, and study. Solution of problems of delinquency. Keeping school records.

Method (modes described for Practice Teaching 1, 2, and 3): Responsible teaching and administration, according to abilities of student teachers. Particular modes of strengthening weak efforts of the student teacher. Keeping of daily attendance records and making of monthly report. Making inventories of school property. Participation in all school events connecting home and community. Visitation of other schools. Substituting in the vicinity.

## **SHORT WINTER COURSES**

Teachers desirous of spending their winter vacations at the school are cordially invited to come at any time. Observation work, study of elected subjects, participation in regular and special courses, and preparation of teaching material are offered in all departments of the normal and training schools. There is afforded every facility for study, the work being adapted to the wishes and capabilities of applicants in so far as the permanent needs of the school permit. No summer session is held. During February or March a separate class for vacation students is conducted in subjects selected from this list: —

Arithmetic, — every-day activities which require the use of number. What and how children learn naturally about number out of school and what to do in school. How to study a store and how to conduct a store in the schoolroom. How to use home, store, and farm accounts. Practical exercises in measuring length, area, volume, weight, capacity, value. What fractions are used in ordinary daily business and how. Business practices in percentage. Agricultural arithmetic.

Natural steps in all arithmetical solutions. How to think, diagram, explain, and figure problems. Business modes of securing accuracy and speed.

Form, — how to use objects of all kinds in teaching form. How form underlies all number, all drawing, all construction. How to teach use of ruler, card, and compasses. Easy mechanical drawing for all grades, and its connection with arithmetic and construction work.

Drawing, — free-hand pencil and brush work lessons in form, color, and design as related to construction and home decoration.

Story telling, — how children tell and learn to tell stories before coming to school. How to continue with younger grades. How to use a book in learning to tell a story. Importance of story telling to reading, literature, history, and geography.

Reading, — how children learn to talk, act, converse, dramatize before coming to school. The purposes of silent and oral reading. What is meant by the thought, sentence, action, word, phonetic, story, and methods. How to teach the rhyme method and the progressive story method. Prevailing defects and their prevention in the reading of grammar pupils.

Story and letter writing, — how to secure free writing, sentence making, paragraphing, and punctuation.

Literature, — its value and place in primary grades; in grammar grades. Methods of teaching.

Grammar, — what and how children learn naturally. How analysis of sentences is easy and leads to appreciation of litera-



ture. How the study of the parts of speech can lead to correct expression.

Spelling, — written and oral, importance of each. How to secure interest, accuracy, and speed.

Plant study, — growth of bulbs, green wood cuttings (slips), seeds, and preparation for gardening.

Geography, — relation of outdoor work to study of pictures, sand models, and maps. Continents, with special attention to ways of using textbooks. Nations, with application to commercial geography.

History, — how to celebrate great days. How to use hero stories. United States history.

Emergency practice, — adapted to experiences of children.

Hygiene, — how to make it lifelike and profitable.

Children's games, — indoors and on the playground.

Seat work, — kinds and uses appropriate to the several primary grades.

Industrial work, — special opportunities have been arranged for instruction and practice in the forms of work feasible in district schools.

Child study, — phases of life and their relation to teaching.

Lesson plans, — value and use.

Programs, — the variety and distribution of subjects taught in district schools will be thoroughly discussed and programs made.

For expenses, see page 53.

## CORRESPONDENCE COURSES

The *purpose* of these courses is to aid teachers —

Who have had no professional training at a normal school.

Who have taken short winter or summer courses.

Who have taken special courses.

Who have not been able to complete regular diploma courses.

Who are graduates of normal schools but who wish special aid in organizing the practical arts ("industrial work," "seat work," "occupation work," etc.), or who wish to study certain subjects more extensively or to prepare to teach new subjects.

The *co-operation of the superintendent* is of vital importance. With his approval and aid the correspondence lessons can be put into daily practice.

The *conditions of admission* to correspondence courses are —

The applicant may be any teacher in active service or who plans to return to active service.

The applicant may be a person who has entered a Massachusetts normal school by certificate or examinations or both, or who is unable to remain for resident study.

A testimonial of good character and of fitness for the work must be presented from the superintendent or other competent judge.

The registration paper and testimonials must be acceptable to the principal of the normal school.

The normal school reserves the right to discontinue the work of any student for reason of poor or irregular work, nonpayment of incidental expenses, nonsuccess in actual school work, or of character.

The *courses given* are limited to those subjects or parts of subjects which can be pursued satisfactorily by correspondence. Subjects or parts of subjects which require the use of a laboratory or the personal presence of the instructor are not undertaken. The choice of subjects depends on the scholarship of the applicant and the opportunity to put the subjects and methods into practice.

The *scope of each course* is as follows: —

Investigation: —

Experiences of the pupils

Content and divisions of the subject

Value of the subject to the learner

Relation of the subject to other subjects

Natural mode of learning the subject



## Organization: —

- Distinguishing essentials
- Condensing thought into topics
- Adapting the subject to the —
  - Experiences and interests of the learner
  - Aim of the teacher
  - Limitations of the program, etc.
- Expression in appropriate manner
  - Construction
  - Drawing
  - Speech
  - Script

## Extension of scholarship, to —

- Get wider and more accurate knowledge
- Appreciate interrelations of parts of the subject
- Value the subject in relation to other subjects
- Discriminate leading facts more wisely
- Meet emergencies, be resourceful
- Express in forms adapted to the pupil and the subject

## Preparation of lesson plans for —

- Teaching new lessons
- Conducting recitations
- Promoting individual and group work
- Drilling
- Examining
- Each plan includes —
  - Purpose of the teacher
  - Selection of the project, object, or subject
  - Arrangement of topics and order of procedure
  - Preparation of material to be used
  - Method of conducting the work

## Teaching under observation

The phases of each subject to be taken will be adapted to the previous training of the corresponding teacher and to the immediate needs of her individual school.

The *method of work* is —

Co-operation with the superintendent.

Choice of subjects to be determined in part by the present scholarship of the candidate, but more largely by the opportunity for practice and the availability of material.

Study of subject and method in accordance with outlines and

lesson plans prepared by normal school instructors. Submission of recitation papers, one lesson at a time to the instructor, who will correct and return the same at his early convenience.

Practice of the manner and method of corrected lessons on the teacher's own pupils. In case the method is not approved by the superintendent for habitual use, the student must give satisfactory evidence of understanding the methods, both of the superintendent and the normal school instructor. The first purpose is to teach to understand and discriminate the excellences and defects of the method which is in use, then to advocate the definite practice of a safe and sound method.

Written examinations, testing knowledge of facts and of methods, must be passed in all subjects studied, either at the normal school or under outside supervision approved by the normal school.

The assistance of the superintendent is expected in encouraging the study and practice by the teacher. The superintendent, on request, sends to the normal school instructor a written judgment of the teacher's progress in teaching, and his recommendation as to changes in the work or as to the credit to be allowed.

Visits are made by the instructor from the normal school to the classrooms of the corresponding teachers to observe the work and give personal aid, if distance and expense permit.

*Credit* for work accomplished is given as follows: —

A certificate is given for the satisfactory completion of each course, which credit counts for full value toward a diploma.

All credits gained by correspondence work are added to those gained by resident work at the normal school.

One year of resident work at the normal school is required to complete the course of study prescribed by the Department of Education.

A diploma is granted to a student who completes satisfactorily all the subjects of the course, in part by correspondence, in part by one year of resident work.

The *books* necessary for each course are designated in each series of lessons. Correspondence students are advised to buy





THE WESTERN HILLS



JUST OVER THE WESTERN HILLS

certain books which have been proved of permanent value. The normal school loans books to accredited students on receiving an advance deposit varying from 50 cents to \$1 for each book loaned. The money placed on deposit is repaid immediately on receipt of the books loaned.

The *lesson plans and topics* if in print are bought by the students. They are free if in the instructor's script. Payment is made in advance for the lesson plans or topics.

No *registration or tuition fee* is charged any legal resident of Massachusetts. The usual items of expense are printed notes, paper, postage, and books.

### LOCATION

North Adams is located in the northwest corner of Massachusetts, amid some of the most attractive of the Berkshire Hills. The school buildings are on the westerly slope of an eminence rising several hundred feet above the Hoosac River, and from them are seen the rounded domes of the Green Mountains, the foothills of Greylock, the highest peak in Massachusetts, and the abrupt wall of Hoosac Mountain, through which Hoosac Tunnel penetrates.

The city is easily reached from the east and west by the Boston & Maine Railroad, from the south by the Boston & Albany Railroad. Electric cars connect the city with Williamstown and other towns to the west, with Adams and other towns southward through Berkshire County.

### BUILDINGS

The school building, the dormitory, and the principal's house in exterior are of yellow brick and white marble, with metal roofs. The school building, in Italian style, is one hundred and fifty-two feet long, eighty-four feet deep, and three stories and basement in height. It is of slow-burning construction, the floor timbering and roof being carried with steel beams and trusses. The arrangement of stairways, which are iron, gives easy and safe egress.



In the basement are the boiler, engine, fuel, heating, and repair rooms, rooms for woodwork, printing, basketry, and chair seating, and a photographic dark room; in the first story, lunch, cloak, coat and toilet rooms, and four natural science laboratories; in the second story, the assembly hall, offices, libraries, and classrooms for language, mathematics, and music; and in the third story, the physical and chemical laboratories; the kitchen, dining room, chamber, and sewing room; the kindergarten and art rooms.

### EQUIPMENT

The four natural science laboratories are arranged in sequence, and by means of specimens and models in wall cases is displayed the progression of mineral, plant, and animal life to its development in man. Banks of drawers are provided for type collections and table drawers for working collections and tools. In the instructors' laboratories are reserve specimens, models, pictures, charts, and diagrams. All the science laboratories are well equipped for individual experimentation.

The household arts equipment includes a kitchen, dining room, chamber, laundry, and sewing room in the school building and all the appointments in the dormitory.

The gardens contain a little more than three acres, and are devoted to school gardening, agriculture, and horticulture. The greenhouse measures 25 by 36 feet, the tool house 42 by 16 feet.

The practical arts equipment includes also four wood and metal working rooms; a shoe repairing equipment; a room furnished for working with paper, cardboard, reed, raffia, leather, clay, and for chair seating; a printing room.

The forge shop, 32 by 60 feet, is equipped with eighteen forges and benches.

The mathematical department is supplied with collections of commercial and conventional objects for individual use and class observation in the study of geometry and arithmetic, in their appropriate development through all grades, including those of the high school.

The historical and literary departments are supplied with several hundred classified pictures and numerous charts.

The art departments are equipped with adjustable tables, models, type and ornamental forms, pictures, drawings, casts, and textiles illustrative of the phases of modern art teaching.

The musical equipment includes a gramophone, with four hundred selections, and four pianos.

The library is arranged with especial reference to the needs of teachers. Department libraries are proportionately represented. Magazines and pamphlets for general culture and departmental study are numerous.

A radiopticon and an electric projecting lantern, with numerous cards, films, and slides, have been provided. These are used in the various schools, and supplement the work in geography, science, literature, and art.

The gymnasium is located in the dormitory, and is well equipped with apparatus, shower baths, and lockers. Lawn areas are used for basket ball, baseball, tennis, lawn bowls, volley ball, archery, croquet, and similar games.

## TRAINING SCHOOLS

### Mark Hopkins School, North Adams

On a lot adjacent to the normal school lot is a brick building, containing twenty classrooms, an assembly hall, two large basements, playrooms, a woodworking room for the kindergarten and primary grades, the motor and boiler rooms. In an annex is the gymnasium, 40 by 72 feet, supplied with apparatus sufficient for the accommodation of classes of forty pupils each. All grades are represented, beginning with the kindergarten and extending through nine years of primary and grammar work to the high school. There are eighteen rooms, in each of which is a regular teacher in charge of a class not exceeding forty pupils. The principal is free for the direct observation and instruction of the normal students.

### **Briggsville School, Clarksburg**

This training school is located in a typical mill village about three miles from the normal school, and is reached easily by electric cars. The building is modern, roomy, and heated by furnaces. Each of the two rooms accommodates forty pupils, classed in four grades. The educational problems are distinctly those of a country mill village.

### **Bishop School, Clarksburg**

This training school is situated about one mile beyond the Briggsville School. It is a typical rural school, occupying one room. The pupils number about twenty and are in six grades. The furniture is movable.

Each of these schools is the center of much community work and play.

These three training schools afford unusual opportunities for the study of children and the practice of teaching. Students begin their work in this department immediately after their admission, and continue it regularly throughout the course. The rapidity of progress of the training school work depends on the ability and previous experience of the student. Definite oral instruction and printed schedules guide the observation of children individually, in groups, in classes, and the observation of teaching and control.

### **TACONIC HALL**

The material of the dormitory is yellow brick and white marble, thus carrying out the color scheme. The building is 156 feet long and 100 feet wide, the courtyard being about 58 by 70 feet. On account of the slope of the land the basement floor is at grade with the courtyard, thus securing dry and light living rooms and making the wings as seen from the courtyard three stories high. The balcony over the east porch is available for persons living on the third floor, and the two



TACONIC HALL



SOCIAL ROOM

READING ROOM





west balconies accommodate those living on the first and second floors. Two guest rooms with adjoining bathrooms are provided for parents and friends. Two hospital rooms, with suitable furniture and intervening bathroom, are on the third floor, and are connected by telephone with the matron's room.

The building is heated by steam and lighted by electricity. Special fire-alarm bells, outside iron stairways, inside fire apparatus, and frequent fire drills afford excellent protection.

Unusual facilities are provided for cultivating homelike, social life. The spacious area at the intersection of the first-floor corridors, the east piazza, and west balcony afford delightful opportunities for gathering and conversation. On the same floor are the social room, the reading room, the music room, and the large assembly room, all these rooms being used freely by students. The gymnasium is in the basement, convenient for day or evening play. Four pianos are available for practice.

A subway connects the dormitory with the school building, affording easy access to the gymnasium and protection during inclement weather.

The students' rooms are, for the most part, on the second and third floors. Two students occupy one room. Each room is supplied with chairs, study table, bookcase, bureau, commode, screen, two couches (three feet wide), mattresses, pillows, and coverlets. Each boarder brings bedding, towels, napkins, napkin ring, and two clothes bags.

All articles sent to the laundry must be distinctly and indelibly marked with the owner's name in full. Trunks also must be marked so as to be easily identified.

Rooms are assigned to entering students according to priority of application, preference being given to residents of Massachusetts.

### EXPENSES

*Tuition.* — To residents of Massachusetts declaring their intention to teach in the public schools of the Commonwealth tuition is free; but residents of other States and countries, and residents of Massachusetts intending to teach in other

States or in private schools, may be admitted to other normal schools than the Normal Art School upon the payment of tuition at the rate of \$50 per year, and such students may be admitted to the Normal Art School upon paying tuition at the rate of \$100 per year, provided that the admission of such students does not exclude or inconvenience residents of Massachusetts intending to teach in the public schools of the Commonwealth.

*Textbooks* and supplies are free as in the public schools.

*State aid* to pupils in the normal schools shall be distributed to the several schools according to the number of applicants.

It shall be granted to such persons as, in the judgment of the principals of the several schools, with the approval of the Commissioner of Education, are most deserving of such aid; but the selection of the recipients shall be made from such pupils as have previously attended at least one-half year of the school.

In this distribution of State aid the pupils who live in towns where normal schools are situated shall not be considered as entitled to any portion thereof.

*Board.* — The regulations of the Department of Education require that the boarders shall pay the current expenses, which include table board, heating in part, laundry, and service. This being a fluctuating item no definite agreement as to the exact price can be entered upon. At present the price of such board is estimated as \$260 for the school year, payable in advance, in four payments, one every ten weeks, beginning with the opening of school in September.

The object of this payment in advance is to secure the purchase of supplies at wholesale cash prices, thereby lessening the cost of supplies and saving to each boarder much more than the interest of the money advanced.

When pupils leave the school before the expiration of a term, money paid in advance will be refunded pro rata. No reduction is made for absence from the hall of less than one week.

If there are vacant rooms those who wish to room alone may do so on payment of the additional charge of \$25 per year.

*Employment.* — Capable and reliable students can reduce their expenses by assisting in the household work; for example, by waiting on table, washing silver and glass, etc. Efficiency, need, and priority of application control the appointments. The amounts thus earned vary from \$1 to \$2 per week.

*Short Courses.* — To short-course students living two in a room the cost is \$6<sup>50</sup> per week (six or seven days), including bedclothing, towels, napkins, and laundry. The cost to students living one in a room is \$7.00 per week. The rate for five days or less is \$1 per day. Tuition is free. Text-books are loaned to students. The cost for stationery and industrial material is small.

## STUDENTS

## \* Senior Class

## ELEMENTARY DEPARTMENT

Mary Elizabeth Boyle . . . . .	Hatfield
Laura Prudence Brewer . . . . .	Sheffield
Harriet Joslin Chace . . . . .	Beverly
Mary Frances Collins . . . . .	North Adams
Grace Mary Creelan . . . . .	Pittsfield
Evelina DeMarco . . . . .	North Adams
Frances Catherine Dooley . . . . .	North Adams
Edith Taylor Fobes . . . . .	Pittsfield.
Dorothy Gray . . . . .	Shelburne Falls
Mary Cecilia Hillard . . . . .	North Adams
Mabel Margaret Lewis . . . . .	Adams
Catherine Frances Macksey . . . . .	North Adams
Janet Daisy Madison . . . . .	North Adams
Drusilla Josephine Miner . . . . .	East Windsor
Helen Bessie Moore . . . . .	North Adams
Doris Mollie Rubenstein . . . . .	Pittsfield
Josephine Eleanor Tallarico . . . . .	North Adams
Catherine Lynch Tracy . . . . .	Great Barrington
Helen Sarah Tracy . . . . .	Stockbridge

## KINDERGARTEN-PRIMARY DEPARTMENT

Marcella Gertrude Barrett . . . . .	Adams
Elizabeth May Hammond . . . . .	Pittsfield
Agnes Eugenia Joyce . . . . .	Pittsfield
Sara Creelan McCann . . . . .	North Adams
Alice Margaret Nichols . . . . .	North Adams

## HOUSEHOLD ARTS DEPARTMENT

Ethel Viola Clayton . . . . .	Williamstown
Arminia Cecile Deguire . . . . .	Adams
Harriet Elizabeth Haskins . . . . .	Williamstown

Leafy May Hicks . . . . .	North Adams
Carolyn Blanche Hyde . . . . .	Pittsfield
Reginia Todd McLaren . . . . .	Adams
Gladys Barber Montgomery . . . . .	Pownal, Vt.
Laura Myrta Smith . . . . .	Hatfield
Dawn Grace Williams . . . . .	North Adams
Winifred Bartlett Wood . . . . .	Cheshire

### Junior Class

Josephine Stuart Adams . . . . .	Adams
Anna Aronstein . . . . .	Pittsfield
Grace Rebecca Barber . . . . .	Williamstown
Marion Isabel Bence . . . . .	Pittsfield
Mabel Grace Chittim . . . . .	Easthampton
Alice Virginia Collins . . . . .	Lee (South)
Florence Kathlyn Connors . . . . .	Adams
Mildred Agnes Connors . . . . .	Adams
Grace Elizabeth Corcoran . . . . .	Glendale
Bessie Irene Domin . . . . .	North Adams
Martha Elizabeth Durnin . . . . .	North Adams
Aurelia Millicent Galusha . . . . .	Windsor
Ida Gibbs . . . . .	Hatfield
Mildred Lella Harris . . . . .	South Deerfield
Loretta Josephine Loftus . . . . .	North Adams
Elizabeth Agnes Mackey . . . . .	North Adams
Marion Hope Mallery . . . . .	North Adams
Marion Elizabeth Marley . . . . .	North Adams
Helen Frances McCabe . . . . .	North Adams
Viola Elizabeth McKay . . . . .	North Adams
Alice Elizabeth Mooney . . . . .	Dalton
Rachel Judson Palmer . . . . .	Stockbridge
Marion Esther Parker . . . . .	Lenox
Grace Evangeline Pinkham . . . . .	North Adams
Isabel Margaret Robertson . . . . .	Leyden
Alexandra Ingraham Smith . . . . .	Easthampton
Katherine Angela Starr . . . . .	North Adams
Helen Brigham Stevens . . . . .	Great Barrington
Beryl Woodhead Stodden . . . . .	North Adams
Ruth Mae Walker . . . . .	Adams
Elizabeth Mary Walsh . . . . .	North Bennington, Vt.



**Special Courses**

M. Virginia Baughman . . . . .	Lanesborough
Laura Charon . . . . .	Adams
Mae Belle Harrington . . . . .	Otis
Margaret Miller . . . . .	Chester
Julia Burlingame Plumb (Wellesley, 1919), . .	North Adams

**Short Residence Courses**

Bessie A. Brown . . . . .	Cheshire
Edythe Dowd . . . . .	North Adams, R. F. D. 3
Leah S. Gillette . . . . .	Whitingham, Vt.
Irene V. Houghton . . . . .	Rowe
Margaret G. McGurran . . . . .	Worcester
Marjorie C. Morton . . . . .	Goshen
Mae Rogers . . . . .	Whitingham, Vt.

**Correspondence Courses**

Helen N. Anderson . . . . .	Everett
Lydia C. Anderson . . . . .	Everett
Anna H. Andrews . . . . .	Middleborough
Flora Amede . . . . .	Berkshire
Bessie M. Amidon . . . . .	South Shaftsbury
Bessie Bailey . . . . .	Middleborough
Mrs. M. E. Bamforth . . . . .	Blackstone
Eleanor A. Barden . . . . .	Middleborough
Alice B. Beals . . . . .	Atlantic
Mary D. Begley . . . . .	Middleborough
Emma Bell . . . . .	Newburyport
Nellie L. Bellamy . . . . .	Gloucester
Hope T. Bennett . . . . .	Belmont
M. J. Benton . . . . .	Quincy
Elsie O. Bernier . . . . .	West Otis
Mrs. Harvey S. Billings . . . . .	Cummington
Mrs. Susan W. Blake . . . . .	West Stockbridge
Lona E. Boothby . . . . .	Beverly
Rachel L. Bridgman . . . . .	Conway
Mary Cahill . . . . .	East Braintree

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Marie T. Canning . . . . .	Randolph
Ruth T. Carpenter . . . . .	North Adams
Elizabeth S. Cavanaugh . . . . .	East Hartford, Conn.
Florence V. Cheney . . . . .	South Lee
Flora M. Clark . . . . .	Middleborough
Ednah M. Clegg . . . . .	Uxbridge
Florence E. Controy . . . . .	Hinsdale
Frances E. Craffey . . . . .	Westborough
Mary L. Crocker . . . . .	Onset
Katherine Crowe . . . . .	Hopkinton
Katherine G. Danahy . . . . .	Mittineague
Faye H. Deane . . . . .	Middleborough
Grace DeGrasse . . . . .	Gloucester
May E. Delay . . . . .	Leominster
Bessie Dietrich . . . . .	Pittsfield
Helen Dignan . . . . .	South Braintree
Elizabeth V. Donahoe . . . . .	Natick
Martinia K. Donahue . . . . .	Middleborough
Blanche E. Doyle . . . . .	Swampscott
Anna I. Driscoll . . . . .	Whitinsville
Alice G. Dunklee . . . . .	Beverly
Alice Durgin . . . . .	Swampscott
Mary L. Egan . . . . .	West Quincy
May B. Fairbanks . . . . .	South Lancaster
Annie E. Fales . . . . .	Westborough
Edith A. Farnum . . . . .	Swampscott
Minnie G. Feeley . . . . .	Randolph
Margaret M. Flaherty . . . . .	Mashpee
Mary A. Forrest . . . . .	Randolph
Margaret Franklin . . . . .	Needham
Helen A. French . . . . .	Dodge
Harriet S. French . . . . .	Lexington
Beulah E. Hager . . . . .	Rowe
Rebecca L. Hammond . . . . .	Wareham
Lou M. Harmon . . . . .	Ashfield
May B. Harrington . . . . .	Otis
Agnes C. Harris . . . . .	Colrain
Lydia S. Harris . . . . .	Ipswich
Roxana Hickey . . . . .	West Somerville
Alice N. Hazard . . . . .	Boylston

Evelyn M. Henderson	Somerville
Alice Higgins	Somerville
Mabel M. Higgins	Los Angeles, Cal.
Sarah L. Hinchey	Somerset
Florence B. Holt	Andover
Lydia Hopkins	Randolph
Mrs. H. H. Houghton	Norwood
Anna F. Hoye	Randolph
Blanche M. Hurley	Leominster
Mrs. Mildred M. H. Hurley	Malden
Anna G. Hynes	Wales
Mary E. Hynes	Wales
H. Louise Johnson	Brookline
Minnie A. Johnston	Beverly
Hattie M. Jones	Middleborough
Mary G. Kavanah	Methuen
Harold E. Keay	Mattapan
Mary A. Keefe	Quincy
Helen M. Kelley	Hopkinton
Florence Keith	Eastham
Sarah L. Keith	Bridgewater
S. Helen Kennison	Beverly
Mabel S. Knight	Swampscott
Margaret G. Knight	Quincy
Lottie N. Lang	Middleborough
Mrs. Grace Phelps Lickley	Osseo, Mich.
Jane P. Lowell	Newburyport
Mrs. Sarah A. Madaus	Worcester
Myrtle L. Markham	Natick
Jessie C. Martin	Swampscott
Louise Marvel	Brockton
Mr. John I. May	West Cummington
Margaret R. McAuliffe	Randolph
Isabel McAvoy	Hinsdale
Edith S. McCurdy	Beverly
Ralph A. McIntire	Northampton
Margaret G. McGurren	Worcester
Ellen McLaughlin	Randolph
May E. McLaughlin	Whitinsville
Lettie R. McMaster	Lowell

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Clare Y. Merriam . . . . .	Charlton Depot
Lucy E. Merrihew . . . . .	Middleborough
Marion L. Miller . . . . .	Beverly
Sylvia S. Morton . . . . .	Conway
Annie Mullin . . . . .	Westborough
Marion F. Newcomb . . . . .	Swampscott
Eva G. Oakes . . . . .	Cambridge
Margaret C. O'Brien . . . . .	Fitchburg
Delia G. O'Connor . . . . .	Spencer
Stella A. Ogert . . . . .	Williamstown
Helen F. O'Neil . . . . .	West Warren
Sue Owens . . . . .	Pittsfield
Florence C. Page . . . . .	South Bethlehem, Pa.
Elizabeth M. Parsons . . . . .	Gloucester
Orren L. Pease . . . . .	Buffalo, N. Y.
Louise C. Peterson . . . . .	Gloucester
Charles E. Pethybridge . . . . .	Princeton
Emily F. Pettit . . . . .	State Line
Mrs. Gertrude A. Pillsbury . . . . .	West Bridgewater
Eleanor Pingree . . . . .	Hawthorne
Mrs. Grace D. Proctor . . . . .	New Boston, N. H.
Lucy A. Quinlan . . . . .	Devon Manor, Pa.
Eliza M. Rabette . . . . .	Hudson
Mabel E. Randolph . . . . .	Westfield
Lydia Raymond . . . . .	Fairhaven
Grace V. Reed . . . . .	Lowell
Bertha M. Richards . . . . .	Blandford
Mrs. Eleanor K. Richardson . . . . .	Warren
Martha T. Robinson . . . . .	South Hamilton
Elisabeth E. Rogers . . . . .	New Bedford
Arthur S. Rollins . . . . .	Lancaster
Lillian M. Rush . . . . .	Springfield
Helena K. Rutherford . . . . .	Oakham
Katherine A. Schneider . . . . .	Great Barrington
Mary E. F. Shea . . . . .	Worcester
Estella M. Sheon . . . . .	Athol
Margaret I. Shirley . . . . .	Quincy
Alta F. Silsby . . . . .	Orange
Hannah H. Sleeper . . . . .	Everett
Sister Evelyn . . . . .	Watertown

Sister Joseph Marie . . . . .	Watertown
Sister Mary Alexis . . . . .	East Cambridge
Sister M. Angeline . . . . .	Watertown
Sister M. Benedict . . . . .	Watertown
Sister M. Catherine . . . . .	Watertown
Sister Mary Christina . . . . .	East Boston
Sister M. Clarita . . . . .	Watertown
Sister Dolorita . . . . .	Watertown
Sister Genevieve . . . . .	North Cambridge
Sister Mary Henry . . . . .	East Cambridge
Sister Mary Inez . . . . .	East Cambridge
Sister Mary James . . . . .	East Cambridge
Sister Mary Margaret Alacoque . . . . .	East Cambridge
Sister M. Marjorie . . . . .	Watertown
Sister Mary Marjorie McGonagle . . . . .	Watertown
Sister M. Rosarii . . . . .	Fall River
Sister Mary Rose . . . . .	Watertown
Sister M. Octavia . . . . .	Charlestown
Sister Mary Thomas . . . . .	East Boston
Sister Mary Rita Veronica . . . . .	East Cambridge
Sister Mary Valerian . . . . .	East Cambridge
Sister Mary Victorine . . . . .	Watertown
May D. Sleeper . . . . .	North Chelmsford
Nellie H. Smith . . . . .	Gilbertville
Mrs. Kate H. Somes . . . . .	Otis
Louise C. Stanley . . . . .	Swampscott
Bernice G. Stimpson . . . . .	Andover
Mrs. Pauline H. Stone . . . . .	Greenfield
Christine Streeter . . . . .	Windsor
Helen L. Sweet . . . . .	Greenfield
Evelyn Teasdale . . . . .	North Attleborough
Etta W. Toothaker . . . . .	Middleborough
Mabel F. Verry . . . . .	Everett
M. Lucia Waite . . . . .	Melrose
Florence E. Walker . . . . .	Upton
Abby S. Westgate . . . . .	Middleborough
Ina K. Wetzel . . . . .	Hinsdale
Lena C. White . . . . .	Whitman



**Summary**

Senior class . . . . .	34
Elementary department . . . . .	19
Kindergarten-primary department . . . . .	5
Household arts department . . . . .	10
Junior class . . . . .	31
Special courses . . . . .	5
Short residence courses . . . . .	7
Correspondence courses . . . . .	178
	<hr/>
	255
Counted twice . . . . .	2
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Total . . . . .	253













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